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# The development of a bilingual program for Spanish-speaking elementary school children in Lynn, Massachusetts.

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By

James Thomas Leonard, Jr.

THE DEVELOPMENT OF A BILINGUAL PROGRAM FOR  
SPANISH-SPEAKING ELEMENTARY SCHOOL  
CHILDREN IN LYNN, MASSACHUSETTS

A Dissertation Presented

By

James Thomas Leonard, Jr.

Submitted to the Graduate School of the  
University of Massachusetts in partial  
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1973

Major Subject - Education



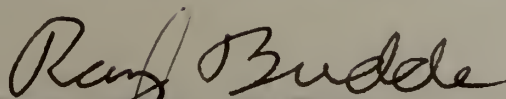
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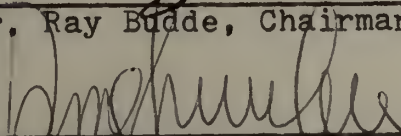
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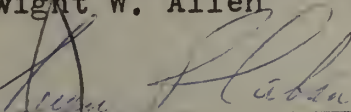
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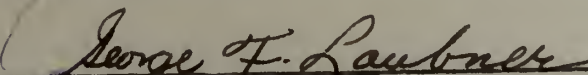
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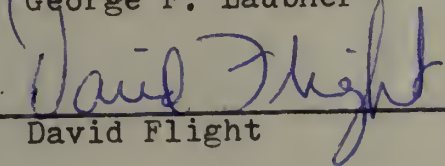
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May, 1973

ABSTRACT OF DISSERTATION

THE DEVELOPMENT OF A BILINGUAL PROGRAM FOR  
SPANISH-SPEAKING ELEMENTARY SCHOOL  
CHILDREN IN LYNN, MASSACHUSETTS  
(May, 1973)

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Directed by

Dr. Ray Budde

Statement of the Project

With the enactment of the nation's first compulsory Transitional Bilingual Education Law by the Massachusetts Board of Education, the writer was assigned by the Superintendent of the Lynn Public Schools to develop a bilingual program for the system's Spanish-speaking elementary school children.

This report documents the experiences of a public school administrator in the following areas: organizing a Parent Advisory Council, expanding non-verbal school activities, improving home-school relations, translating pertinent school forms, and, most importantly, effecting a positive change in community and staff awareness of the philosophy and objectives of transitional bilingual education.

The provisions of Chapter 71A of the Massachusetts General Laws and the regulations issued by the Massachusetts Department of Education were used as the basic guidelines for the implementation of this project.

### Instructional Procedures

The chronological ages of the forty-seven Spanish-speaking students involved in this project from September, 1972, to April, 1973, ranged from five to thirteen years of age.

For the duration of this project the children were instructed in their primary language for two-thirds of the school day. This required the organizing of a rotating classroom schedule which allowed the children to profit more fully from the unique abilities of each of the three members of the elementary bilingual faculty.

The program that was developed as a result of this project placed an emphasis on a classroom atmosphere that was psychologically safe. Involved school personnel furnished the resources which assisted the child to gradually develop those skills that made the acquiring of reading, writing, and speaking English a meaningful educational experience.

The children in this project received a full-time program of instruction which included all of those subjects that are required of English-speaking students as well as the reading, writing, history, and culture of their native

land.

The instructional program which evolved was based on the premise that the individual child has dignity and rights which must be respected. The method of instruction placed a priority on the unique interests and capacities of each child.

A modified non-graded open class methodology was adopted which provided a flexible plan for grouping. It offered a program of continuous learning in both the child's primary language and in English.

#### Method for Evaluating the Project

A review of the standardized instruments available resulted in the writer's observation that it would be extremely difficult, if not impossible, to evaluate the intended project outcomes objectively. The empirical evidence that has been gathered to date is quantitatively minimal and tends to emphasize the need for the development of instruments that are sensitive to the problems of the population to be served.

It was determined that the most appropriate method of evaluating the total effectiveness of the project would be a series of informal interviews, questionnaires, as well as direct "feedback" from pupils, parents, teachers, and other members of the supportive instructional staff. To facilitate this process, teacher workshops, curriculum study committees, parent-teacher conferences, a series of open



houses, and improved home-school communications were designed to accomplish this end.

### Project Outcomes

The project evaluation indicated that parents and students alike felt that their exposure to this initial bilingual educational experience had been a positive one.

Flexible lines of communication have been established and an active Parent Advisory Council has been organized.

An on-going curriculum committee has been formed to review available materials and recommend their incorporation into the system's expanding bilingual program.

The project also accentuated the need for the continued efforts of the State Department of Education and local communities to work cooperatively in modifying and expanding existing bilingual regulations.

The project developed an organizational framework which can be applied to other areas in which the need for programs in transitional bilingual education are identified.

It is hoped that this document will serve as a valuable resource to those administrators and supervisors who are presently planning or revising programs for elementary school children of limited English-speaking ability.

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## INTRODUCTION

At its meeting of April 25, 1972, the Massachusetts Board of Education enacted the nation's first compulsory Transitional Bilingual Education Law. The board stated that it took this action because it recognized there existed in this area, "a critical and continuing deprivation of the right to equal educational opportunity."<sup>1</sup>

The action of the board placed an immediate mandate on the Commonwealth's public schools to initiate comprehensive programs of transitional bilingual education. It thus became the responsibility of those administrators charged with the education of children of limited English-speaking ability to review their existing programs and make those revisions which were consistent with the new state guidelines (See Appendix A).

This report will document the experience of the writer in developing a transitional bilingual program for Spanish-speaking elementary school children, using the

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<sup>1</sup>Neil V. Sullivan, "Regulations Regarding Bilingual Education," Commonwealth of Massachusetts Department of Education Bulletin (Boston: State Department of Education, May, 1971), p. 1.



provisions of Chapter 71A of the Massachusetts General Laws Related to Education and the regulations issued by the Massachusetts Department of Education as the basic guidelines for its implementation. This project was undertaken during the time period from September, 1972, to April, 1973.

For over fifty-three years the Lynn Public Schools have offered various educational programs for its non-English-speaking residents. The pedagogical emphasis has been placed on the "English as a Second Language Methodology." The primary objective of this method is to teach the basic concepts of reading, writing, and speaking the dominant language as expediently as possible so that the student may communicate sufficiently in English to enter the regular school program.

Although the concept and form of bilingual education had been discussed, the introduction of the transitional bilingual program for Spanish-speaking children was the first concrete move in amending a long-standing philosophical position.

Several issues which will be reviewed during the term of this project are the methods utilized in locating the children to be served, the initial identification and placement of those referred, a review of the total school program, as well as the extent of parental and community involvement.

The Transitional Bilingual Law requires that the child served receives a full-time program of instruction in all those subjects that are required of English-speaking students; also that the reading, writing, history, and culture of his native land be provided by an instructor who has been approved in the language that the child uses as a primary means of communication.

The intent of the law is not to segregate the students of limited English-speaking ability, but rather to involve them, as much as is possible, in the regular school program. Thus, the students can participate with each other in courses that do not require extensive verbalization.

The law attempts to provide an atmosphere in which the child can feel psychologically safe, and which encourages him to gain a firmer grasp of his native language as well as the English language, and to develop an awareness of the cultural heritages of both.

The law requires each city and town to conduct a biannual survey to determine the number of limited English-speaking children in its system. When there are more than twenty children of one language group of limited English-speaking ability, a program of transitional education must be initiated.

At the present time, only the parents of the Spanish-speaking children in the Lynn Public Schools have reflected an interest in involving their children in a bilingual program. This has resulted in the formation of three classes for the community's forty-seven Spanish-speaking elementary school children.

A major concern of the author was to develop a program that would minimize the social, emotional, intellectual, and cultural crisis that results from the transplantation of the non-English-speaking child into the American public schools.

## CHAPTER I

### BACKGROUND OF THE PROJECT

#### Community Setting

The City of Lynn, Massachusetts, has a population of 90,294, is the 106th largest city in the United States, and has the eighth largest population in the Commonwealth. The city is located on the seacoast fifteen miles north of Boston.

Within the area that has been designated as the North Shore, Lynn maintains the status of serving as its core because of its population and industrial base. Lynn, like many urban areas throughout the country, is beset with serious economic and social problems; for example, a soaring tax rate, a declining population, the loss of industry, an increasing undereducated and unskilled minority influx, growing traffic problems, and decaying housing.

The northern section of the city was the last to be developed and is the last to feel the growing pressures of urbanization. It reflects a suburban atmosphere that belies the serious financial plight with which the city is faced. In the most recent survey conducted by the Lynn School Department, it was suggested that in 1960 the median level



of education for Lynn was eleven years, which was the same level reported in the 1950 census. However, the educational level for the state and the North Shore had increased from 10.9 to 11.6 and from 10.5 to 11.5 years respectively.

The City of Lynn's economy is closely related to the economic fortunes of the General Electric Company. Over 41.8 per cent of Lynn's labor force is employed by General Electric. This figure represents 69.9 per cent of the city's total manufacturing force. Nationally, General Electric is the fourth largest industrial corporation and is the largest industrial employer in the state with 34,000 workers.

In 1972, the Department of Welfare listed approximately 8,200 families who sought some form of public assistance. Approximately seventy per cent of the Spanish-speaking residents are on some form of public assistance. The remaining thirty per cent who are employed receive an average of \$4,100 per year.

### School Setting

The system's three bilingual classes for Spanish-speaking children are conducted at the Washington School Annex. This Annex is approximately 150 yards from the main building and is leased by the Lynn Public Schools from the St. George Greek Orthodox Community.

The classrooms, built in 1952, and approved by the State Department of Safety, provide all of the necessary

physical requirements required by state and local agencies. The rooms are maintained by the leasor, who provides a full-time custodian to insure the safety and cleanliness of the building.

The Annex is equipped with a telephone so that instant and continuous communication is possible. The short distance between the main building and the Annex provides easy access to the resources of each facility.

The total student population attending the Washington Community School is drawn from "disadvantaged" areas as defined by Title I Guidelines. Approximately eighty-three per cent of the parents of the 346 children attending the school are receiving some form of public assistance. In addition, almost forty-three per cent of the total school population reflects a minority origin.

The school is the focal point for many special programs as it houses classes for emotionally disturbed children, moderately and mildly academically limited children, and also provides programs for the city's entire limited English-speaking elementary school population. The staff of thirty full-time and seven part-time professional and paraprofessional employees is supplemented by the regular visitation of six instructional specialists and the support of the system's supervisory staff.

The main building was built in 1927 and provides a library, gymnasium, auditorium, and cafeteria around which many of the integrative experiences are structured. The building itself is situated in a transitional area in which an inconsistent, and sometimes static, urban renewal project has been conducted since early in 1962. The immediate environment is not aesthetically or architecturally stimulating, as it presents an atmosphere of desolation and waste. There are few, if any, homes in the area that could be considered anything but substandard. Approximately eighty-seven of the "neighborhood" children live in a "low income" housing project directly adjacent to the school.

The professional atmosphere is a much more positive one, however, as the staff has chosen to work with disadvantaged children and in the last five years only one teacher has requested to transfer to another assignment. The majority of the staff are themselves the product of an urban education and have an obvious empathy for the children with whom they work. They have actively sought the answers to the educational, emotional, intellectual, and social problems that confront both "disadvantaged" and minority children.

#### Population Served

The Lynn Spanish American Association estimates that the total Spanish-speaking population in the community is



approximately 1,500. The Spanish community is clustered in the central and western sections of the city.

The Election Commission office statistics bear out the mobility of this minority population. In 1968 the Spanish population was concentrated in the core of this urban community, with only seventeen Spanish-speaking residents making their home in the western section of the city. The present survey, although not completed, lists 139 Spanish-speaking persons residing in a four block cluster in the western section of the city.

Employment Security office statistics reflect an extremely high incidence of unemployment. Available figures suggest there are approximately 43 per cent of the available Spanish-speaking work force unemployed. This figure is not inconsistent with figures that were published as the result of a study conducted by the United Community Services in Boston<sup>1</sup> which suggested that the unemployment rate of the Spanish-speaking community is approximately 35 per cent.

For the purposes of this project the children served were Spanish-speaking students of elementary school age. The average bilingual class distribution was as follows:

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<sup>1</sup>Linguistic Minorities-A Study of their Needs, Availability of Services and Resources (Boston: Central Region IV Planning Division of the United Community Services, 1972).



Primary Group            (ages 5 to 7) - 17 students

Elementary Group        (ages 8 to 10) - 16 students

Intermediate Group (ages 11 to 13) - 14 students

The students in the program were drawn from various sections of the city and were bused daily to and from class. Of those students who attended this initial program, few had been administered the standard evaluative instruments used by the Lynn Public Schools. This was due, in part, to their inability to communicate in English and also because of the awareness of school personnel of the basic invalidity of the instruments themselves to provide an accurate indication of the academic ability of limited English-speaking students.

There is some validity in the results of the battery of achievement tests which were administered to fifteen of the children before they were transferred into the bilingual program. The results indicated the extent to which limited English-speaking students were unable to function at that grade level consistent with their chronological and social status. However, there are numerous variables which tend to obscure even the most limited advantages which may be gained from these culturally biased instruments. Some of these variables which were considered and will be discussed in great detail later in this report are age, maturity, length of time the student had been exposed to the American public

school, and the amount of previous remedial support received.

Cultural and Social Heritage of  
Children to be Served

The vast majority of the students in this elementary school project were Spanish-speaking children from Puerto Rico. With the exception of this public school experience, they lived in an environment that was punctuated with few Anglo intrusions.

It might be well at this point to briefly review the cultural and social heritage of the Puerto Rican Spanish-speaking student, as the awareness of these important dimensions played a vital role in the development of the total program.

The United States acquired Puerto Rico from Spain in 1898, and granted citizenship to its residents in 1917. The Immigration Act of 1924, which limited the number of available workers from Eastern Europe, served to stimulate the flow of Puerto Ricans to the "mainland."

A dramatic example of the significance of this increase has been reflected in the rapid increase in the number of Puerto Ricans in New York City. In 1910 there were 560 Puerto Ricans in New York City; by 1960 this figure had risen to 617,574.

The literature seems to indicate that the two most positive influences on this influx of Puerto Ricans have been the general poverty on the island and the improved,

relatively inexpensive cost of air travel.

In 1948, under its new program of self-government, Puerto Rico launched "Operation Bootstraps", a project which was designed to generate programs which would improve the overall economy of the island. In the first twenty years of operation the program raised the per capita income of the island 307 per cent.

However, Brahm states that "although the economic advancements on the island have been quite spectacular, the statistics have obscured the picture of mass destitution which remains widespread."<sup>1</sup>

Senior states that:

The modern Puerto Rican is a mixture of Spanish, Arawak Indian, and African groups. As a newcomer to the "mainland" he is faced with the same problems that most of our ancestors confronted. He is relegated to the worst, yet in terms of his ability to pay, the most expensive housing, holds the lowest paying jobs, finds difficulty in communicating, is exploited by unscrupulous landlords, and is showered with verbal abuse. He is different in one way, however, he is not an immigrant.<sup>2</sup>

In addition, the "mainland" social forces have created numerous family conflicts. Marden states that:

The American ideal of the "nuclear family," if adhered to often can neither provide security nor

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<sup>1</sup>Joseph Brahm, The Lower Status Puerto Rican Family. (New York: McGraw-Hill Book Co., Inc., 1968), p. 157.

<sup>2</sup>Clarence Senior, The Puerto Ricans: Strangers-Then Neighbors (Chicago: Quadrangle Book Company, 1965), p. 4.



assurance of authority. Roles of parents and children become confused without the support of kinship and hispano community approval.<sup>1</sup>

Society does, in fact, tend to create the clash of roles between parents and children. Since it is difficult for the child to find a middle path between outright rebellion and utter submission, he lives in an atmosphere of conflict and indecision. As a further complication, we must realize that while parents play the major role in transmission of culture to their children, in this new environment they are no longer in tune with the dominant culture.

Senior observes that:

. . . when a person's social perspectives are irreconcilable, it becomes difficult for him to define situations consistently or to form a well-integrated self-image. He does not possess the tools which afford interaction with the dominant group of society (language), his only resources being non-verbal signals (gestures and expressions).<sup>2</sup>

How have the schools responded to this challenge? It might be well to review the success of the New York City School Department whose Spanish-speaking population is greater than that of San Juan's.

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<sup>1</sup>Charles Marden, Minorities in American Society (New York: Van Nostrand-Reinhold Company, 1968), p. 157.

<sup>2</sup>Clarence Senior, The Understanding of Minority Groups (New York: John Wiley and Sons, Inc., 1956), p. 87.

In 1951 a "Mayor's Advisory Committee on Puerto Rican Affairs"<sup>1</sup> suggested the following educational changes:

1. Develop more effective methods of teaching English as a second language to Spanish-speaking children.
2. Develop more responsive parent-community-school means of communication.
3. Determine which of the children need the most immediate and extensive assistance.

The results, unfortunately, speak for themselves. A 1961 study conducted by Columbia University<sup>2</sup> produced the following information:

1. Fifty-three per cent of the Puerto Ricans in New York City, twenty-five years of age or older, had less than an eighth grade education.
2. Fewer than ten per cent of the Puerto Ricans in the third grade were functioning at grade level.
3. Three in ten Puerto Rican children could be classified as being retarded.
4. Almost two-thirds of the eighth grade Puerto Rican students could be classified as being retarded.

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<sup>1</sup>Senior, The Puerto Ricans: Strangers-Then Neighbors, p. 17.

<sup>2</sup>Ibid., p. 19.

Milton suggests that:

If the Puerto Rican child is sinned against today, the tragedy lies in the continued assault against his identity, his language, and his cultural wellsprings. This is in no way a depreciation of the equalitarianism of the American "common school", but rather a reaffirmation of the loss of the great opportunity that a free society afforded its schools to nurture and treasure the rich and varied traditions of its charges. The "melting pot" theory is at best an illusion when measured against the realities of American society, and is a true discernment of its lack of strength.<sup>1</sup>

The problem then appears to be more basic than simply addressing the cognitive dimensions of the issue of bilingual education. Education of limited English-speaking children must define and confront those affective areas which stimulate the formation of the personalities of these children.

Maslow<sup>2</sup> has developed the concept of a need hierarchy which concerns itself with higher level needs such as love, belonging, self-esteem, and self-actualization. Although it is not implied that everyone progresses through each level, Maslow listed five levels in his motivational hierarchy. At the base were man's needs, love and belonging, self-esteem, and finally self-actualization. At this upper level are the desires to fulfill one's personal capacities and to develop potential.

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<sup>1</sup>Gordon Milton, Assimilation in American Life: Role, Race, Religion, and National Origin (New York: Oxford Press Inc., 1968), p. 134.

<sup>2</sup>Abraham Maslow, Motivation and Personality (New York: Harper & Row Publishing Company, 1963).



For the Spanish-speaking child attempting to function in an Anglo society there is little likelihood of successful progression through this hierarchy unless he is provided with an environment that is accepting and supportive.

Bilingual education is designed to provide an atmosphere in which pride in one's language and heritage are fostered and in which the child can develop an awareness of a second culture whose symbols of communication are dominant. It is through such a program that we can best formulate a curriculum which will aid children in becoming fully-functioning human beings, capable of contributing to an ever improving society.

Carl Rogers<sup>1</sup> sees the fully functioning student as one who feels quiet pleasure in being himself. He adds that when the individual's capacity of awareness is functioning freely and fully he is able to achieve a balanced, self-enhancing, other-enhancing behavior.

Cordasco states that:

In its efforts to assimilate all of its charges, the American public school assaulted, and in consequence, very often destroyed, the cultural identity of the child; it forced him to leave his ancestral language at the schoolhouse door; it developed in the child a haunting ambivalence of language, of culture, of

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<sup>1</sup>Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin, 1961).

ethnicity, and of personal self-affirmation. It held up to its children mirrors in which they saw not themselves, but the stereotype middle-class, white, English-speaking child who embodied the essences of what each child ought to be.<sup>1</sup>

At the presenttime, all of the classes for children of limited English-speaking ability in the Lynn Public Schools are housed at the Washington Community School. The writer, as its principal, was designated to develop an initial transitional bilingual program for elementary school children whose primary method of verbal communication is Spanish.

The educational significance of this project is far-reaching in that, at the presenttime, there are fifty-six communities within the State of Massachusetts that are at various stages of implementing the Commonwealth's Transitional Bilingual Education Law.

In the absence of quantitative or qualitative information regarding the administration of bilingual education, the documentation of this field experience, the application of a theoretical framework and the analysis of project outcomes should provide an invaluable resource for those administrators and supervisors who are presently planning and revising programs for children of limited English-speaking ability.

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<sup>1</sup>Francesco Cordasco, The Non-English-Speaking Child in the American School, Hearings to Amend the Elementary and Secondary Education Act of 1966, United States Government Printing Office, June 28, 1967, p. 2.



## CHAPTER II

### DEVELOPMENT OF THE LOCAL PROGRAM

#### Historical Development of the Local Program for Children of Limited English-Speaking Ability

In 1918 the federal government requested, through its Plan for Americanization, that each city and town address itself to the illiteracy problem presented by the vast number of immigrants streaming into this country. Lynn at that time was one of the leading shoe manufacturing centers in the world and provided many job opportunities for the newcomers.

Although statistical information is rather incomplete, Lynn School Department records suggest that almost 1,500 non-English-speaking persons arrived each year from 1910 to 1915. Lynn responded by holding a series of community conferences which resulted in the opening of three classes for non-English-speaking children and adults in 1919.

Mrs. Isabelle D. MacLean, the first City Supervisor of Americanization, is quoted by Mrs. Mary Berlyn as having stated that "because it was so difficult for some foreign-born mothers to attend evening classes, little groups

gathered around the kitchen table of a neighbor and English instruction was provided each morning."<sup>1</sup> She added that "many foreign-born men objected to their wives going out at night and leaving their families. In time the men began to understand that the welfare of the home is menaced if mothers can't read, write, or understand the English language."<sup>2</sup>

Although these comments and philosophies are not consistent with today's pedagogical techniques, they do reflect a concern in providing equal educational opportunity for all.

The first classes for children were called "Classes for Illiterate Minors." These classes were held daily and three evenings a week for those children who worked. Summer classes for both children and adults were also held as part of the regular program.

In reviewing the records of the School Attendance Department, no reference is made to the Spanish-speaking Puerto Rican until the late 1940's. However, Spanish-speaking students from the British West Indies and Spain have been involved in the program almost since its inception.

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<sup>1</sup>Mary D. Berlyn, "The Open Door to Citizenship" (Lynn: Lynn Public Schools Quarterly Review, April, 1959), p. 18.

<sup>2</sup>Ibid., p. 21.

In 1938 the title of the program was changed to Civic Education with the stated objective of:

. . . helping the student in his problems of adjusting to a new language and a new environment. Pervading and transcending all aims and purposes, on whatever level, is the paramount objective of developing wholesome social relationships.<sup>1</sup>

Mrs. Mary Berlyn replaced Mrs. MacLean upon her retirement in 1942, and the position was then changed to Supervisor of Adult Civic Education. Thus, the supervision and administration of programs for children became the responsibility of the principals in whose buildings the classes were housed.

In 1952 all of the classes for children of limited English-speaking ability were transferred to the Washington Community School. The method of instruction continued to follow the English as a Second Language approach until the passage of the Transitional Bilingual Education Law.

At the presenttime the Lynn Public School Department conducts five evening classes and one afternoon class for limited English-speaking adults. In addition, there are eight classes for children of limited English-speaking ability held during the regular school hours. There are two junior high school and six elementary classes. As stated previously, all of the elementary classes are housed at the Washington Community School.

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<sup>1</sup>Ibid., p. 26.

The Lynn Public Schools have followed the philosophical concept that respects the right of the parents to become vitally involved in the education of their children. This philosophy supports and urges the active participation of parents in curriculum planning. It also accepts the right of the parent to approve the placement of the child into any special program to be conducted.

For this reason, with the passage of the Transitional Bilingual Education Law as part of the required census, all of those parents whose children would be eligible for bilingual instruction were personally interviewed. The intent and objectives of bilingual education were carefully outlined to them by school personnel who were fluent in the native language of the parent.

The result of these interviews showed that, of the two predominant ethnic groups surveyed, only the Spanish population reflected sufficient desire to organize a bilingual program. On September 4, 1972, two bilingual classes were initiated to serve the children identified and continued efforts were made to locate other students through internal evaluation of the total school population and on-going community liaison work by the professional and paraprofessional staff.

In November of 1972, because of the identification of additional Spanish-speaking students whose parents



requested their placement in bilingual classes, an additional elementary teacher and a junior high school teacher were added to the expanding bilingual program.

Although the State Department of Education and the Department of Labor suggest the Spanish-speaking population will remain static over the next few years, there is every indication that additional instructional personnel and specialists will be needed to insure the continued success of the program.

#### Locating Children to be Served

With the mandate of the State Legislature articulated in the Transitional Bilingual Education Law, the Lynn School Department immediately went about the internal process of identifying children of limited English-speaking ability. Superintendent of Schools James L. McGuinness held a principals' meeting to discuss in detail the recent state regulations and seek their advice as to the most educationally sound and expedient method of conducting the "in school" survey (See Appendix B). There was considerable urgency in this census, in that the State Department of Education had set an October first deadline for the submission of this initial report.

The superintendent cautioned the principals that, although there was an obvious limitation on the amount of time in which the census could be conducted, a priority

should be given to accuracy so that the information gathered would provide a meaningful base upon which the program could develop.

The meeting produced several positive methods and constructive suggestions as to how the services of the school department could be martialed to meet this urgent deadline. The attendance department became the focal point, for it was here that not only the pertinent information was filed, but also the department had the designated responsibility of updating and revising all attendance records.

The senior supervisor of attendance commented that his staff lacked a bilingual member and added that the addition of an outreach worker was vitally needed. This reaction drew a favorable reaction from the administrators and they strongly urged that the superintendent seriously consider the addition of a qualified bilingual worker.

The problem of identifying school-age Spanish-speaking children is not always a simple procedure. An example of the difficulty an urban community can encounter in locating children of compulsory school age was graphically illustrated in a study conducted in Boston in 1969. With the assistance of the State Department of Education and various community agencies, it was determined

that approximately 2,700 school-age Spanish-speaking children were not attending class and this number was increasing at a rate of an additional 1,100 each year. It was felt that this was due, in part, to the social mobility and cultural isolation of the Spanish-speaking community.

Lynn's problems were not as serious, primarily because its Spanish-speaking population was estimated at approximately 1,700 residents clustered into two sections of the city. This relatively small population greatly increased the possibility of conducting a comparatively accurate census.

With the increasing awareness of the immediate need for the employment of an outreach worker, the superintendent recommended to the school committee that he be granted permission to actively recruit a qualified candidate. The committee, recognizing its educational and legal responsibility, authorized the superintendent to interview interested candidates and recommend an appointment to the committee at the earliest possible moment.

The superintendent appointed his deputy in charge of elementary school education to the task of locating a candidate who met the qualifications recommended by the State Department of Education (See Appendix C).

The deputy's first move was to structure a job description and outline the specific responsibilities of the position. He then recommended to the superintendent the outreach worker be responsible for:

1. Working as a liaison between the home and school in developing more positive lines of communication.
2. Assisting the administration, instructional staff, and attendance department in the fulfillment of their duties.
3. Conducting the annual census of Spanish-speaking residents.
4. Working with other census personnel in preparing the Annual Census Report required by the State Department of Education.
5. Working with local agencies in identifying "new arrivals" and assisting them in registering their children in school.
6. Working with parents and community agencies in assisting them in more fully understanding the objectives of the bilingual program and the basic philosophy underlying the total school program.

Included in this job description was a list of the minimum qualifications for this vacancy. The requirements were intended to place a priority on personal background and community awareness.



1. An ability to relate to the Spanish-speaking community in their native language.
2. An awareness of the cultural heritage of the Spanish-speaking residents to be served.
3. An understanding of the dynamics of the local Spanish-speaking community.
4. An ability to read, write, and speak in both English and Spanish.
5. A person of sound moral character.

Upon the recommendation of the superintendent, the school committee approved the specific job description and requirements. A list of interested candidates was compiled, and the final selection was made by the deputy superintendent of elementary education and the system's curriculum coordinator. The successful candidate had no formal education beyond high school, but was a native born Spanish-speaking male who had lived on the "mainland" for the past eight years since arriving from Puerto Rico. He was active in the Lynn Spanish American Association and was considered to be an extremely diligent worker.

The new outreach worker was given a two week orientation program during which he met with each member of the superintendent's staff, visited many of the building administrators, and became familiar with the system's educational philosophy and objectives. He then met with

the bilingual teachers to determine the most effective way in which he could assist them in improving home-school relations and resolving those minor educational problems that might arise during the course of the school year.

#### Method for Evaluating the Project

Walton states that:

. . . educational administration is not a thing of intellectual beauty. It is structured from fragments of several diverse disciplines, the law, psychology, sociology, engineering, business, architecture, and statistics. It lacks a highly organized, well-defined body of subject matter.<sup>1</sup>

The basic underlying pragmatic philosophy of this project is that the most influential force affecting the entire process of decision making is the creative and imaginative input of the administrator. The administrator thus becomes the facilitator and catalyst who is responsible for providing the necessary theoretic foundation on which viable curriculums, based on an awareness of human needs, can be structured.

It became obvious that before any specific project objectives could be formulated, a needs assessment should be conducted of all of the social forces which would influence project outcomes.

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<sup>1</sup>John Walton, The Theoretical Study of Educational Administration (Baltimore: John Hopkins Press, 1959), p. 43.

This initial needs assessment was the outgrowth of weekly teacher meetings, interviews with community leaders, contacts with regular class teachers and administrators representing various levels of the regular school program, and general discussions with English-speaking students.

Using Jenkins<sup>1</sup> as a source, the following is an analysis of some of the driving and restraining forces which will influence the implementation of a bilingual program at the Washington Community School:

#### DRIVING FORCES

#### RESTRAINING FORCES

##### Non-English-Speaking Students

- a desire to learn
- a need to belong
- a need to establish a viable self-image
- a need to achieve eventual self-actualization
- average intelligence

- culture conflict
- inability to communicate in the dominant language
- unmet physiological needs
- inability to conform to social forces
- awareness of prejudice

##### English-Speaking Students

- desire to expand social contacts
- average intelligence
- an opportunity to understand someone whose language and customs are uniquely different
- desire to learn another language

- immature value judgement
- reluctance to accept others who do not fit the "American image"
- inability to share
- prejudice
- pressure from the group

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<sup>1</sup>David H. Jenkins, "Social Engineering and Educational Change: Outline of Method," Progressive Education, 26 (May, 1949), 192-197.

DRIVING FORCESTeachers

- a concern for children and high professional standards
- a concern for the problems of minorities
- involvement in numerous innovative programs
- the prestige of being involved in a pilot program
- an awareness of the need for change
- personal identification with the problems of non-English-speaking students

RESTRAINING FORCES

- a reluctance to see the value in "frills"
- hesitancy to explore methodology
- the increased work involved
- added time required
- changing established routine
- problems of marking, scheduling, materials, etc.
- long term staff members who cannot qualify as bilingual instructors
- reluctance of regular class teachers to integrate non-English-speaking students

Parents of Spanish-Speaking Children

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- high level of aspiration for their children</li> <li>- an awareness of the value of a formal education</li> <li>- a desire for the child to maintain his native language and customs</li> </ul> | <ul style="list-style-type: none"> <li>- reluctance to assert themselves</li> <li>- inability to communicate in dominant language</li> <li>- undereducation</li> <li>- awareness of existing prejudice</li> <li>- fear of retribution</li> <li>- inability to influence the system</li> <li>- reluctance to accept themselves as permanent residents</li> <li>- lack of cohesive force in hispano community</li> </ul> |
|--|--|



DRIVING FORCESRESTRAINING FORCESParents of English-Speaking Students

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- some awareness of problems</li> <li>- some personal identification with the problems of non-English-speaking student</li> </ul> | <ul style="list-style-type: none"> <li>- presence of prejudice</li> <li>- seen as an expensive and needless program</li> <li>- sees inability to communicate in English as an indication of limited intellectual ability</li> <li>- reluctance to allow children to become involved in cross-cultural program</li> <li>- fear of social and economic displacement</li> </ul> |
|--|--|

Community

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- improve opportunities to gain jobs and lower number of families receiving public welfare</li> <li>- some awareness of program's value</li> <li>- token involvement</li> </ul> | <ul style="list-style-type: none"> <li>- fear of increase in already high tax rate</li> <li>- reluctance to accept Puerto Ricans as citizens</li> <li>- perceived as preferential treatment</li> <li>- feelings of Anglo superiority</li> <li>- inability to see educational value</li> </ul> |
|--|---|

Administration

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- opportunity to provide for individual needs</li> <li>- contribute to the growth of personal dignity and self esteem</li> <li>- comply with state laws</li> </ul> | <ul style="list-style-type: none"> <li>- limited curriculum materials</li> <li>- lack of parental support</li> <li>- lack of total faculty support</li> <li>- community misconceptions</li> </ul> |
|---|---|

DRIVING FORCES  
Administration

RESTRAINING FORCES

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- provide an opportunity to expand bicultural understanding</li> </ul> | <ul style="list-style-type: none"> <li>- difficulty in recruiting trained staff</li> <li>- briefness of transitional period from E.S.L. to bilingual education</li> </ul> |
|---|---|

After reviewing the basic needs reflected through this initial analysis, the following project goals were established:

1. To expand the opportunities of Spanish-speaking elementary school children to communicate with English-speaking students through increasing the number and variety of non-verbal school activities.

2. To develop more effective home-school relations by the translation of all written communications forwarded to parents and increased personal contacts.

3. To develop a bilingual program for elementary school Spanish-speaking children by reviewing available materials.

4. To organize a Parent Advisory Council with the assistance of the school outreach worker, community leaders, and interested parents.

5. To expand community and staff awareness of the objectives of bilingual education.

A review of the instruments available resulted in the observation that it would be extremely difficult to

objectively evaluate the project outcomes. The empirical evidence that has been gathered to date is quantitatively minimal and tends to emphasize the need for the development of instruments that are sensitive to the problems of the population to be served.

It was decided that the most appropriate method to evaluate the total effectiveness of the project would be a series of informal interviews, questionnaires, and direct "feedback" from pupils, teachers, parents, and other members of the supportive instructional staff. To facilitate this process, parent-teacher conferences, a series of open houses, and improved home-school communications were given priority.

The development of a questionnaire form was essential. The surveys used in Hartford, Boston, New York, and Las Cruces were reviewed with the growing assurance that, although their efforts were invaluable as resources, an instrument would have to be developed that effectively collected data that would be useful in evaluating the stated goals of the project.

With the assistance of the Research and Development Division of the State Department of Education, a series of questionnaires was developed (See Appendix D) and the method of their administration determined. It was decided that the parent questionnaire would be sent home with the

children and that the outreach worker would personally contact those parents who did not return the form. The visit was intended to determine if the parents had misplaced the form and whether they fully understood the content.

One of the major reasons for forwarding the questionnaires to the parents, rather than having the outreach worker deliver and administer it personally, was the interest of the school to determine if their attempts to improve home-school relations would result in a majority of the parents returning the questionnaire without being prompted. It was felt that would provide an indication that an open and on-going two way process of communication had been established.

Jarvis<sup>1</sup> expresses the feeling that the true measure of the effectiveness of home-school communications is that it develops clearly into a two way process. He adds that this input can be articulated into improved school programs.

The children were administered the questionnaire on an individual basis by the student tutors. The tutors were given a brief orientation by the writer before they administered the instrument. This orientation included a clarification of the objectives of the questionnaire and an

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<sup>1</sup>Oscar T. Jarvis and Hasken R. Rounds, Organizing, Supervising, and Administering the Elementary School (West Nyack, New Jersey: Parker Publishing Company, Inc., 1969).



explanation for the need to accurately record the child's responses.

## CHAPTER III

### STRUCTURING THE LOCAL BILINGUAL PROGRAM

#### Objectives

The primary objective of the transitional bilingual educational program offered by the Lynn Public Schools is to provide an educational atmosphere in which limited English-speaking children can feel psychologically safe to gain a firmer grasp of their native language and culture. The child is also provided with the resources that will allow him to gradually develop those skills that make the acquiring of reading, writing, and speaking English a meaningful educational experience.

The child is treated totally as an individual with a major concern being placed on his intellectual, social, physical, and emotional readiness to learn. Programs of studies are tailored to meet the specific needs of each student and every attempt is made to determine the extent of each child's unique learning problems so that remediation can be provided wherever necessary.

#### Initial Identification and Placement

The initial census located and identified all of the children attending the Lynn Public Schools whose inability to communicate in English was reflected in their limited

academic success. With the initiation of a bilingual program for Spanish-speaking children, and the possibility of the eventual expansion of the program, the need for a specific policy for the identification and placement of limited English-speaking children became an increasingly pressing issue.

After reviewing the state regulations (See Appendix E) and discussing the situation with administrators and members of the superintendent's staff, the following procedures were adopted:

1. Initial contact with children of limited English-speaking ability through the routine contact and direct referral of school personnel, community agencies, or the child's parents.

2. Following the initial contact, a parental conference will be scheduled to explain the philosophy and objectives of transitional bilingual education.

3. The child will be interviewed in both his native language and in English to determine his background, goals, and interests. The interview will also be designed to tentatively evaluate the child's fluency and comprehension in both his native language and in English.

4. The child will be administered a series of standardized instruments to estimate his academic achievement and educational potential. These instruments will be approved in advance by the State Department of Education

and the system's psychological examiner.

5. A conference of school personnel will be held to review the information gathered, and to arrive at specific recommendations, based on the child's perceived educational needs.

6. A parental conference will be scheduled to communicate the school's findings and to seek parental approval.

7. Following the parental conference, the child will be placed at an appropriate grade level in either the bilingual or regular elementary school program.

8. The parents of the child will receive formal written notification within ten days of his placement in a bilingual class (See Appendix F).

9. School personnel will conduct an annual reevaluation of all children in the bilingual program.

#### Recruitment, Selection, and Evaluation of Teachers

As additional Spanish children of limited English-speaking ability were identified and recommended for placement in the bilingual program, it became obvious that an increase in the instructional staff was imperative. Projected enrollment figures indicated that one elementary bilingual teacher and one junior high school teacher would be needed immediately.



The deputy superintendent contacted the State Department of Education and asked that they alert qualified candidates and inform them of the existing vacancies. Nine interested candidates were forwarded applications and personal interviews were scheduled.

In October, 1972, a committee comprised of representatives from the State Department of Education, local school administrators, the outreach worker, and community leaders met to interview the candidates. The interviews were conducted in both Spanish and English with a concern being given to the dialect and accent of each candidate. This was done to insure that the successful candidates were not only personally and professionally qualified, but also could serve as a linguistic model for those children with whom they would work.

The new teacher was granted provisional certification by the State Department of Education (See Appendix G). She had twelve years teaching experience in Guatemala, but did not hold a degree from a four year institution.

The teacher selected to serve in the elementary school bilingual class spent her first full week gathering materials, ordering supplies, meeting with the other members of the bilingual instructional staff, and familiarizing herself with the goals of the bilingual program. She was informed that the program would require a great deal of work beyond the regular school hours. Her approval was based on

the condition that she pursue a degree program. She has since enrolled in an extension program at a local college and intends to apply for admission to a degree program this fall.

The Lynn school department requires periodic evaluation of non-tenure teachers by each building administrator. Although the basic evaluation procedures were followed (See Appendix H), some modifications were developed. It was agreed that until a bilingual supervisor is employed, the instructional atmosphere and observed professional capacities would serve as the basis for the recommendation of teachers for re-election. As none of the three teachers in the bilingual program had attained tenure, each was evaluated in keeping with school department policy.

Efforts were made to provide the teachers with numerous opportunities to self-evaluate their performances. One method to aid this self-evaluative dimension was the use of video-taped lessons. The teachers were allowed to review the tapes by themselves and, if they felt it was a fair representation of their ability, they could, if they wished, replay it with the writer and jointly recommend constructive input. If they were not satisfied, they could erase the tape and either retape a lesson or discontinue the use of the equipment.

The video tapes were not used unless the teacher was in full agreement. The teachers anxiously sought to use the equipment and seemed to feel that its use tended to assist them in improving their instructional techniques.

Principal-teacher conferences were held, as required, so that a cooperative effort could be made to insure the continued improvement of teaching techniques. One of the most positive contributions to the overall success of the bilingual program was the outstanding performance of the classroom teachers. Collectively they were able to create an atmosphere of love and understanding that complimented their professional efforts to provide a meaningful educational experience which placed a priority on individual needs. Their energies, intellect, and concern were generated by their dedication to the task presented.

#### Method of Instruction

Landes states that:

Teachers cannot call the tune for society or hold pupils and parents culpable for shortcomings in pedagogy. They can make genuine efforts to understand and permit those approached to feel competent and useful.<sup>1</sup>

Accepting the position that perceives the child as an individual whose dignity and rights must be respected, the instructional program introduced was developed to function in an environment that stimulated inquiry and

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<sup>1</sup>Ruth Landes, Culture in American Education (New York: Wiley and Sons Inc., 1965), p. 105.



fostered experimentation. To this end, both the instructional and administrative staff directed their energies toward developing a modified program of open education.

John Dewey urged that:

Schools should abandon the notion of subject matter as something fixed and ready made in itself, outside the child's experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process.<sup>1</sup>

The basic premise on which open education structures is the conviction that childhood is an important aspect of growth. It should be cherished and enriched, not hurried through, or minimized as an introduction to the real business of living.

Nyquist states that:

Open education refers to an approach to teaching that discards the familiar elementary classroom setup and the traditional stylized roles of teacher and pupils for a much freer, more informal, highly individualized child-centered learning experience. Respect for and trust in the child are perhaps the most basic principles, with the assumption that all children want to learn and will learn, if the emphasis is on learning and not on teaching; on each child's thinking process and not rote skill acquisition; on freedom and responsibility rather than conformity and following directions.<sup>2</sup>

Open education is not structure free as many of its detractors state. It provides an atmosphere in which the teacher serves as the catalytic resource who provides

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<sup>1</sup>John Dewey, The Child and the Curriculum (Chicago: University of Chicago Press, 1902), p. 16.

<sup>2</sup>Edward B. Nyquist and Gene R. Hawes, Open Education: Its Philosophy, Historical Perspectives and Implications (New York: Bantam Book Company, 1972), p. 89.



direction and realistic educational boundaries. It places added responsibility on the classroom teacher because it requires the preparation of endless materials to meet the varied needs of the children with whom they work. There is an even greater burden on the bilingual teacher because of the added responsibility of not only locating appropriate materials, but translating them into the child's native language.

The concept of the program expanded so that the method of instruction was further stimulated through the introduction of teacher-directed activities. The traditional total class involvement in a specific learning experience was minimized and greater emphasis placed on multi-disciplined classroom opportunities.

The bilingual classes were divided into three non-graded units. In none of these units was the chronological age range greater than three years. This is not to suggest that each unit restricted its instructional levels to three years, but rather that the classroom teacher personalized a cross-graded program of studies for each child. There were several instances where cross-unit placement for specific instructional purposes was utilized.

This non-graded open class situation provided a more flexible plan for grouping and offered a program of continuous learning for children of varied abilities and needs. There was ample opportunity for the child to advance

according to his own learning abilities.

The basic program itself was conducted in the child's native language for two-thirds of the school day. The remaining third of the day the children work with an English-speaking teacher in developing their skills in reading, writing, and speaking the dominant language.

The Spanish component was developed to provide the child with an educational environment in which he could explore and expand his knowledge of his native language and culture.

The classes rotated from room to room allowing the child to profit from various teacher-pupil relationships (See Appendix I). The preparation and planning required the use of the team approach by the instructional staff. The success of the program is due, in large part, to their tireless efforts in developing materials and recommending needed curriculum changes.

Lee L. Smith defines a teaching team as "a group of two or more teachers who assume common responsibility for the total instructional program of two or more classrooms."<sup>1</sup>

Ostrander observed that:

. . . establishing the total school program and climate which will make it possible for students to attain self-actualization requires a team approach. An educational administrator can and should accept the leadership

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<sup>1</sup>Lee L. Smith, A Practical Approach to the Non-graded Elementary School (New York: Parker Publishing Company, Inc., 1968), p. 84.

responsibilities, but he cannot do the job alone. He needs professionally competent teachers and supporting personnel to share in the planning and implementing.<sup>1</sup>

This team approach operated in an atmosphere of vitality and enthusiasm generated by the instructional staff. Their concern and dedication strongly influenced the morale of the total school faculty.

### Curriculum Materials

Frost warns that:

Systems anticipating multi-level organizational programs cannot do so without the heavy involvement of teachers. They are vitally needed in reviewing available materials and in assisting in curriculum development. . . . The planned organizational change should be accomplished with full consideration being given to the individual needs of the children to be served.<sup>2</sup>

Before their participation in this project, the teachers were informed that they would be expected to assist in the review and ultimate recommendation of materials for the new bilingual program. They accepted this added responsibility willingly and anxiously set about the task of reviewing and modifying available materials.

The commitment of the teachers to the program cannot be measured, either in the numerous hours they volunteered, or in the professional manner in which they began the

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<sup>1</sup>Raymond H. Ostrander and Ray C. Dethy, A Value Approach to Educational Administration (New York: American Book Company, 1968), p. 200.

<sup>2</sup>Joe L. Frost and Thomas Rowland, Curricula for the Seventies (Boston: Houghton Mifflin Publishing Company, 1968), p. 86.



development of a bilingual program that meets the specific needs of the children with whom they worked.

Weekly curriculum meetings were held at which the teachers reported the recent materials they had reviewed and added anecdotal comments which were helpful in determining whether or not the materials should be adopted. Many of the materials reviewed were inappropriate for the bilingual program, although they were used in the regular elementary program. This was due primarily to the fact that few materials contained reading and interest levels which met the needs of children of limited English-speaking ability.

The Spanish Curricula Development Center in Miami provided part of the materials used in the primary unit. The Spanish Curricula Development Center is funded under Title VII to develop curriculum kits which represent the multi-ethnic dimensions of the regional target population. A major concern of the developers of these materials has been that they accurately reflect the conceptual and affective framework of the student's cultural experience.

The materials are still in the process of being field tested in the northeastern United States with Lynn, Newark, Lakewood, Philadelphia, and New York serving as the cooperating centers.



As a participating field trial center, Lynn was responsible for using the materials provided in bilingual classroom settings and for providing "feedback" that assisted the Spanish Curricula Development Center in revising and improving the final curriculum offerings. The University of Massachusetts served in a consulting capacity and aided in the total implementation of the program.

An important aspect of the general evaluative support system provided by the Spanish Curricula Development Center is internal quality control, constituting a cooperative effort of management and evaluation, to insure formative evaluation inputs at all stages of production and revision. Supporting the total activities is the field liaison team which insures communications between the field centers and the agency.

The materials were considered excellent by the classroom teachers. They felt that these materials were most useful to the local bilingual program in the language arts area.

The efforts of the curriculum materials committee resulted in the adoption of a basic list of text books, references, and supplementary materials which will serve as the foundation for next year's instructional program (See Appendix J). This list will be expanded and revised as additional materials are reviewed.

### Translated Materials

Although the school department honored each book request submitted, it was essential that a great deal of the materials used in the regular program be translated. This was due, in part, to the difficulty in obtaining materials and the fact that many of the materials desired were not printed in Spanish. Obviously, this placed an added demand on the bilingual faculty. As usual, however, they responded by spending many hours reviewing, translating, and duplicating copious amounts of classroom materials.

As part of the weekly curriculum meetings, specific recommendations and observations were made regarding the educational significance of the materials translated. This resulted in the discontinuance of some materials and the incorporation of many others into the expanding bilingual curriculum. Although each class was organized in accordance with state guidelines there was, as stated previously, a vast range in the instructional level of each unit. Thus, there was a continuous sharing and revision of materials. This was consistent with the non-graded, team teaching philosophy upon which the program had been developed.

The writer reviewed the basic forms used by the system to communicate and gather information. Apart from the pressing need to revise the method of reporting pupil

progress, it became apparent that many basic forms required translation. Of these the pre-school registration form, pupil information form, and pupil transfer forms were given major priority (See Appendix K).

The teachers agreed to translate any materials that the administration felt were necessary to the orderly operation of the school and essential to home-school communications.

All printed information sent to the parents of the children in the regular program was translated into Spanish. Many of these forms can be re-used, but those related to specific events or meetings are of later value only as references.

Even though all parents were personally contacted and their approval received before their child was placed in the bilingual program, a formal letter outlining the objectives of the program was forwarded to the parent within ten days following the actual placement. As was the case in all information that was sent to the parents of limited English-speaking children, this letter was written in the native language of the parent.

During the period of this project the basic forms circulated were typed and duplicated. As they are refined and approved more durable forms will be printed.

### Involvement of Ancillary Services

In keeping with the state regulations which stress the responsibility of the school to provide practical and meaningful involvement in the total school program, a review of the total school program was conducted.

Opportunities for non-verbal integrative experiences were numerous, but some of these areas had never been fully utilized. Until the introduction of the bilingual program and the review of the vast philosophical implications, only a minimum involvement in extra-curricula activities had been accomplished. One of the administrative tasks confronting the writer was to thoroughly investigate existing activities and determine the extent to which they would adequately provide meaningful integrative experiences in which both English and limited English-speaking students could participate cooperatively.

With the growing concern of the need to provide a full integrative program for children who present special learning problems, the superintendent scheduled a meeting of his supervisory staff and those administrators immediately involved with these programs. It was apparent that more than one meeting would be necessary; thus, the first session concerned itself with reviewing existing programs and objectives. The first session ended with each supervisor agreeing to review the curriculum areas for which he was



responsible and prepare a series of specific suggestions to the School Committee which might be helpful in its becoming more fully aware of the extent to which these activities could be channeled toward meeting these stated objectives. Each also agreed to review those internal limiting forces which might restrict either the immediate implementation or the positive educational value intended.

The subsequent meetings were extremely productive with an extensive extra-curricula program taking shape. The supervisor of physical education suggested that he could not see any reason why children of limited English-speaking ability could not participate in all of the regular and late afternoon programs. He cautioned, however, that the swimming program might offer a threat to the safety of children who were totally unable to communicate in English. It was agreed that those children in the bilingual program who were most fluent in English would be asked to serve as student-aides in assisting school personnel in communicating safety precautions and general instructions. The superintendent further added that it might be helpful if the classroom teachers reviewed the basic rules and regulations of each program, and he requested their cooperation in providing both him and the other members of the supervisory staff with periodic "feedback."

During the period of this project, the children in the bilingual program were involved in the regular gym program, "street hockey," swimming, and basketball. The "street hockey" program was an especially active one with approximately 100 boys taking part. Games were held in the school gym during the regular recess periods and were supervised by two male teachers from the regular elementary school program. One of the boys from the intermediate bilingual group was selected for the school's "all star team" and participated in a series of inter-school games held after school hours. The children played against schools that were within walking distance of their homes, but parental permission slips were required so that they could participate. The Spanish-speaking student lived outside the school district, a fact which required additional parental approval for his transportation home by public conveyance.

The children were enthusiastic about the gym program, which included not only traditional American activities, but also several Hispanic games such as lavibora and rasba. The major limitation of the gym program was the physical restriction presented by the facility itself. The gym had served as a storage area for the system's supplies until 1952 when it was converted to provide its present function. It was not until last year that the

necessary equipment was added to accommodate basketball.

The supervisor of music developed a program of Spanish songs and regional folk music. Although none of the children took advantage of the instrumental instruction, numerous children from the bilingual program took part in various shows presented in the school auditorium. One of these activities was the "talent" show which was conducted in early February. One group of Spanish-speaking children sang native folk songs, while several others sang and danced to the accompaniment of contemporary American music. Approximately fifteen parents attended this show and stayed to have refreshments and speak informally with the faculty. This program proved to be one of the most successful activities of the entire school year as it was a totally integrative experience. The students worked cooperatively in decorating the stage, providing background music, assisting in "making-up" the participants, and serving as guides to parents attending the program.

The director of health education saw to it that regular dental, physical, hearing, and visual appointments were made available to the children of limited English-speaking ability. Extensive special programs in smoking and drug education were conducted, with the aid of the classroom teacher, during the school year.

The supervisor of audio-visual materials prepared a list of available materials in Spanish and agreed to review recommendations for the immediate purchase of equipment needed. Unfortunately, the quantity and quality of available materials is minimal at this time.

Another area that resulted in a minor, yet significant, improvement taking place was in the testing of eyes. The school examiner agreed to administer a set of exams that would not require a verbal response from the student. This not only expedited the procedure, but most assuredly increased the validity of the results. Whenever the examination results indicated the possibility of visual limitations, a home visit was made by the outreach worker to inform the parents of the examiner's suspicions, and to provide assistance in locating and contacting appropriate professional services. The worker not only provided necessary transportation, but assisted the parent in communicating the results to the school. If, as in one case, modification of the program was necessary, the worker explained the extent and objectives of the remediation recommended by the school department.

As has been the custom in the Lynn Public Schools, the implementation did not become operative until a conference was scheduled with the parents so that they were fully aware of the intent of this instructional modification



and clearly communicated their approval to school officials.

The supervisor of art felt that her program offered a natural medium for the child to express his creative talents. It was a vehicle whose non-verbal content offered limitless opportunities to communicate needs, feeling, and aspirations to parents, faculty, and the total school population. The art instructor assigned to the Washington Community School invested more than her required time in developing and expanding this area of the curriculum. The children participated in poster contests, presented exhibits, and assisted in making numerous school decorations. Several of the children received "scholarships" to attend a special art program for minority children sponsored on Saturdays by community leaders.

Other topics that were discussed but that did not directly relate to the elementary bilingual program were: participation in interscholastic athletics, school band, drama clubs, girls athletic programs, and work-study programs.

A positive improvement in the governance of the program was the assignment of several of the older children to the traffic patrol. It was felt that this not only lessened the likelihood of accidents occurring as the children traveled to and from the main building, but also gave these children a sense of responsibility and a greater feeling of involvement in the outcome of the program.

The nutritional aspects of the program presented a mild degree of administrative concern. The supervisor of the school lunch programs saw her primary responsibility as distributing supplies, supervising the preparation of lunches, and assisting in the communication of daily menus. She felt, and it was agreed, that the supervision of the program would be the responsibility of each building principal. The Washington Community School is in a "disadvantaged" area, as defined by Title I Guidelines. As a result, all of the children attending the school are eligible for free breakfast and lunch. As a part of the total school complex the children at the Annex, at which the bilingual program was housed, were also eligible.

The breakfast program presented no serious problem as cereal, milk, and fruit juice were delivered directly each morning and the faculty carefully supervised the distribution and clean up. The lunch program was a different story indeed. The school department, through its outreach worker, energetically attempted to recruit interested residents of the Spanish-speaking community, but was unsuccessful in locating anyone who was even remotely interested in monitoring the lunch program. The major limitation in this recruitment process appeared to be the minimal salary of \$12.50 weekly for five hours work. The salary would in no way compensate even the most

concerned mother as it would not only create a disruption of her daily routine, but also require her paying the better part of her weekly wages for babysitters and transportation.

A compromise was reached with the central office in that they agreed to employ a qualified candidate as a part-time classroom aide in addition to the lunchroom responsibilities. Even with this added incentive, no interested candidate could be found.

The major limitation of each of the lunch aides, who were assigned to supervise the passage of the children to and from the main building each day and to also monitor their lunchroom activities, was that none were able to communicate in Spanish. Each of the first five aides designated by the chief lunch aide to work with the children in the bilingual program asked to be reassigned. Finally, one accepted the assignment.

The custodial staff objected to the addition of the forty-seven children to the lunch program, suggesting that it placed an added responsibility on them in the cleaning and maintenance of the facility. Although this complaint never became a collective bargaining issue, it did require several conversations of the central office staff with the custodians involved before its resolution. There is some indication, however, that the position taken by the custodial

staff will be brought to the negotiating table as part of this year's bargaining sessions.

The regular classroom teacher's awareness and acceptance of the objectives of the bilingual program was imperative to the total effectiveness of the project. For this reason a segment of each faculty meeting was reserved for the discussion of instructional methods, evaluation of individual pupil progress, and a clarification of the philosophical implications of the program.

Individual students whose progress indicated that they were sufficiently fluent in English and had achieved those basic academic skills necessary for them to successfully compete in some area of the regular elementary school program were referred to the principal (See Appendix L). Upon receiving the referral form, the principal spoke with the bilingual teacher to determine the extent and specific integrative areas around which a meaningful program might be developed. This initial meeting was followed up by a brief conference at which the bilingual teacher, regular classroom teacher, and principal again reviewed all available information, including the bilingual teacher's evaluation of the child's present grade level in the subject area to be integrated.

Of primary consideration in the final placement was the child's chronological age and an estimate of the student's



social and emotional maturity. An observation that was made in February following an evaluation of this part of the program was that it appeared that one contributing factor to the relative success of the eight children involved in this initial integrative experience was their brief, but continued, involvement in the non-graded bilingual program. The emphasis on this affective dimension was consistent with the underlying theme of the program, which was to create a psychologically safe educational atmosphere in which the child could begin to develop the type of viable self-image that would aid him in eventually achieving a positive degree of self-actualization.

Bilingual tutorial instruction will be provided for those children who will be placed into the regular elementary program in the fall. At the present time this supportive service is being provided to Spanish-speaking children of limited English-speaking ability whose parents preferred that they remain in the regular school program.

The tutorial instructors are certified classroom teachers who are fluent in Spanish. They work closely with the classroom teachers in coordinating their services with the child's overall program. Periodic conferences are held to assure the direction and value of this supportive educational service.

In addition to the professional services provided by the school department, the Spanish departments of two local high schools requested that they be allowed to assign students to work in a tutorial and classroom supportive capacity with students in the bilingual program. Before the program could be implemented, the approval of the superintendent and School Committee was required. One of the high schools was privately financed, while the other was a public institution. Both were within one block of the Washington Community School. The superintendent gave immediate approval to the public high school, but sought and received School Committee approval for the involvement of the private school students.

Several orientation meetings were held with faculty advisors, student tutors, administrators, and teachers. The objective of the program and the projected expectations of the students were discussed, so that a realistic understanding of their goals and the goals of the instructional staff could be determined and immediate personal and professional objectives set. Of the eighteen students participating in this extension of their school's open-campus and community service programs, fifteen were females and all but one of the total group planned to eventually pursue a career in education. The overwhelming majority of the students felt that their involvement provided them

not only with an opportunity to add a practical dimension to their high school program, but also to observe and evaluate the logic of their long-range educational goals.

Although this tutorial instruction provided a positive improvement to the total program, it placed even more responsibility on the bilingual teacher. She was now asked to outline the areas to be covered and hold on-going meetings with the tutors to assure the validity of the experience.

The media center was a major focal point of the program. The instructional aide in the media center also served as the chief lunch aide and became very familiar with all of the children in the bilingual program. The children soon learned that beneath her demanding attitude for orderliness was a sincere concern for children. Her personality and capacity for hard work proved to be invaluable. In addition to cataloging books, coordinating bilingual audio-visual materials, translating various information to be sent to the parents of Greek children in the E.S.L. Program, and serving as the school's unofficial "social coordinator," she soon became the confidante and mediator of many of the social problems encountered by the bilingual and regular school programs. She made demands and set limits which, although seemingly rigid, were transmitted in a manner that clearly demonstrated to the

children her sincere concern for them.

### Pupil Governance

The basic objective of the school's program for the control and governance of its pupils was to provide an atmosphere in which the child could be motivated to develop a normal degree of self-control. The school attempted to provide an atmosphere of concern for the physical, intellectual, social, and emotional needs of each child. It also clearly defined the primary rules and regulations under which each student would be expected to operate. Administrative sanctions were imposed only in those situations in which a child's behavior directly affected his own personal safety or the safety and well-being of his classmates. Callahan states that:

. . . desirable behavior is more often exhibited when the student feels he is a person of merit. The teacher can be of great assistance in helping the adolescent create a healthy psychologically sound self image."<sup>1</sup>

The children were asked to take an active part in establishing those routine classroom regulations that were essential to the development of a positive classroom atmosphere. They discussed and eventually set lavatory procedures, general classroom policies, defining the sanctions to be imposed on those whose behavior disrupted

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<sup>1</sup>Sterling G. Callahan, Successful Teaching in Secondary Schools (Chicago: Scott, Foresman and Company, 1966), p. 297.



the learning atmosphere, basic traffic regulations, and assignment of general classroom maintenance tasks. The teachers suggested that the major difficulty encountered was the fact that the children tended to recommend relatively harsh penalties for violation of this classroom code. They served in an advisory capacity and were able to recommend sufficient modifications so that the finished code contained only mild non-punitive sanctions.

Elsbee states that:

The discipline employed in our classrooms should be designed to place on the child more and more responsibility for his own choices. Such "discipline," instead of being repressive and punitive, will plan with the children the purposes to be achieved and through the special control of group approval and disapproval will teach the child to discharge creditably the responsibilities assigned to him by the group.<sup>1</sup>

It was agreed that the same formal administrative procedure that had been established for the regular elementary school program would apply to the children in the bilingual program. There was one exception however. If the parent's physical presence became necessary, transportation would be provided by the outreach worker. This amendment was introduced because of the relatively long distance most parents would have to travel and because few, if any, owned automobiles or had public transportation accessible.

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<sup>1</sup>William S. Elsbee, Harold J. McNally, and Richard Wynn, Elementary School Administration and Supervision (New York: American Book Company, 1967), p. 319.

The governance procedure consisted of several levels of limit-setting and attempts to modify what the school considered to be inappropriate behavior. The first level consisted of routine classroom discipline which, in most instances, involved a pupil-teacher discussion. As the children were transported daily, no child was kept after class and absolutely no punishment tasks were assigned. It was felt that the latter method simply gave a negative connotation to what was basically an educational experience.

The second level resulted when the child's habitual or relatively serious behavior patterns interfered with the development of a positive learning atmosphere. At this level a letter was forwarded to the parent by the teacher, outlining the specific problem area and recommending a method that might result in what the school felt might be a positive adjustment. The letter was written in the native language of the parent, mailed, and some form of reply requested. In almost every instance the parents chose to telephone the teacher.

Level three consisted of the forwarding of a formal request for a parent-teacher conference (See Appendix M). During the period of this project, only five such conferences were requested and held.

The final level represented formal suspension. So that the parent fully understood the reason prompting

the school's taking such drastic action, the outreach worker was assigned the task of transporting the child home and explaining fully the school's position. The major infractions which invoked this administrative action were fighting, smoking or lighting fires on school property, setting off the school fire alarm, or deliberately injuring another child.

Before the child could re-enter school a conference was held between the principal and the child's parent. The outreach worker served as the interpreter and again provided transportation where needed.

During the term of this project only two incidents necessitated the temporary suspension of children from the bilingual program. Both times the offense was fighting, but no serious injury resulted in either case. Parents were informed that the school's major concern centered around its responsibility to provide a totally safe learning atmosphere and its desire to develop in the child an attitude that reflected not only cooperation, but concern for the dignity and rights of others.

For the most part, the parents were extremely cooperative and appeared to be able to exert sufficient control over their children's behavior so that through their efforts and that of the school a positive adjustment was observed in most cases.



Thomson remarked that:

The school is a laboratory in which he (the child) makes many of his experimental approaches to social living. If these experiences are too painful, or if he is unable to satisfy as many of his psychological needs inside as well as outside the school environment, he will eventually reject the school as an unnecessary evil and regard it as punitive by design and intention.<sup>1</sup>

### Methods of Communicating Pupil Progress

The report card used for the first marking period was a copy of the standard form used in the regular elementary school program containing both English and Spanish sub-headings. Both the bilingual faculty and administration felt that the card, although it met the basic requirements of the state regulations, did not accurately reflect either the cognitive or affective dimensions of the program. In addition, it was felt that the card was bulky and difficult for the parents to interpret.

Akmann<sup>2</sup> observed that marks as they are now generally assigned are far from being as meaningful as many think. They are misunderstood; they reveal far less about the pupil than is commonly supposed, and their meaning is often ambiguous.

Thus it was decided that an alternative method of reporting pupil progress would be reviewed and considered.

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<sup>1</sup>George G. Thomson, Child Psychology (Boston: Houghton Mifflin Company, 1962), p. 664.

<sup>2</sup>J. Stanley Akmann and Marvin D. Glock, Evaluating Pupil Growth (Boston: Allyn-Bacon Publishing Company, 1971).



The teachers suggested that brief anecdotal comments related to basic objectives of the program might provide a more meaningful vehicle for communicating relative success of individual students.

Another improvement that was suggested and eventually incorporated into the revised card was the tentative scheduling of a parental conference. The new card contained a section that was to be torn off and returned to the bilingual teacher. It was intended to acknowledge receipt of the card by the parent and the confirmation or rescheduling of the parent-teacher conference.

The revised card was written exclusively in Spanish to insure that the parents would read the contents more fully (See Appendix N). A cover letter stating the school's belief in the need for on-going parental participation was included with each card.

The cards were used for the second marking period. Only eight parents did not make an attempt to either schedule a conference or in some way personally contact their child's teacher. In the absence of traditional letter grades some initial confusion was voiced by several of the parents. The parent conferences tended to reveal that this confusion was not the result of their lack of awareness of the child's progress in school, but rather their concern in what letter grade this progress represented.

For the most part, it was felt that the revised card was a positive improvement over the one used during the first quarter and provided an agenda around which productive parent-teacher conferences were structured.

Other programs were attempted to more actively involve parents and to familiarize them with the methods and objectives of the bilingual program. Several parents' meetings were held. The first was an afternoon meeting in October. In addition to seeking parental involvement, the school department attempted to determine which method of communication resulted in the largest attendance of parents at these meetings. A notice in Spanish of this first meeting was sent home with each child three days before it was to be held. Only four parents attended this first session. The parents were informed of the next meeting by not only a written notice brought home by their child, but, wherever possible, a personal telephone contact by the child's teacher. This second meeting found ten parents in attendance.

Each of the first two meetings had been held in the afternoon during school hours. It was agreed by both the teachers and administrator that an evening meeting might be more productive. This required the submission of several forms which granted approval for not only the use of the building, but also the assignment of a custodian

and matron for the evening.

This time parents were not only sent written notification and contacted on the telephone by the child's teacher, but were also personally informed by the outreach worker who also offered to provide them with transportation. Unlike the first two sessions, refreshments were to be served.

The attendance of parents at this third meeting was highly encouraging. Small group and individual conferences were held with the twenty-two parents present. Of this group, four had attended one session and nine had attended both previous parent meetings. This third method appeared to be the most successful employed, but will be reviewed and improved upon as the program develops and expands.

#### Community Involvement

A major element in the total effectiveness of the program was the formation of an active and well-informed Parent Advisory Council (See Appendix O). The success of this part of the total program was due to the constant on-going community involvement of the outreach worker and enthusiasm of the instructional staff to communicate program goals to the parents while working with them in molding a realistic program. This program was to encompass not only sound educational outcomes but also reflect parental and student aspirations.

William B. Ragan observed that:

The family and the school are this country's major institutions for educating the young. The family is the first socializing influence in the child's life. It is from his mother that the child first learns about living with other people, then from his father, then from his brothers and sisters, then from other relatives, and then from the widening circle of people with whom he lives. Although changes in American life have tended to limit the educational opportunity provided by the home, it is still a major factor in determining what the child will become as an adolescent and later as an adult.<sup>1</sup>

As the program began to develop and expand, it became increasingly obvious that the parents of the children in the program, although limited in their ability to communicate above the basic functional level in English and limited in terms of their own educational backgrounds, were vitally concerned with their children's education. This fact was graphically illustrated on the evening of the first Parent Advisory Council meeting.

The meeting was held at the field office of the Spanish American Association and was attended by twenty-three parents and an almost equal number of their children. The writer, assistant superintendent, and entire instructional staff attended. The meeting was intended to be an informal orientation of the projected objectives of the Parent Advisory Council. The entire meeting was conducted in Spanish with those minimal comments made in English being translated by the outreach worker into the native language

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<sup>1</sup>William B. Ragan, Modern Elementary School Curriculum (New York: Holt, Rinehart & Winston, 1966), p. 82.



of those present.

A question and answer period followed the introductory statements made by school personnel and the initial observation was that the parents were surprisingly well aware of the existing program. The only concern was voiced by one parent who felt that the children were confused and isolated during the lunch program. She stated that she understood that they "were always the last to eat and had difficulty understanding instructions." When it was explained that no prejudice was intended and that their late arrival was due to the short walk from the Annex, the parent appeared satisfied. It was added that the school department was well aware of the need for a Spanish-speaking aide and a request was made of the parents present to assist in the recruitment of a qualified person as soon as possible.

The parents were briefed about recent bilingual legislation and the urgency for the formation of the Parent Advisory Council and the election of a chairman. The parents discussed the objectives of the Parent Advisory Council briefly and unanimously elected a chairman.

The meeting was followed by refreshments and informal conversation between parents and faculty. Many of the parents explained that they either worked during the day or found it impossible to leave their homes until after the family's evening meal. Almost every parent

attending had at one point either visited the school or telephoned their child's teacher.

The second meeting of the Parent Advisory Council was even better attended than the first. Although there were fewer school age children present, the number of parents had increased to thirty-four. The second session was held at the Model Cities Cultural Minorities Center and, in addition to the personnel from the school department, Sister Frances Georgia of the State Department of Education was in attendance.

Agendas written in Spanish were circulated and the meeting was conducted by the newly elected chairman of the Parent Advisory Council. The primary discussion centered around the necessity and responsibility of parent involvement in the planning of the bilingual program.

An educational program, however tentatively it may be formulated, is by its very nature decision making for many people.

Albert Oliver remarked that:

Whatever is presented in a program affects pupils, educators, parents, and society in general. Since there are many people who are affected by our decisions, the democratic concept of education is that those who will live by a decision should have a share in the making of it.<sup>1</sup>

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<sup>1</sup>Albert I. Oliver, Curriculum Improvement (New York: Dodd and Meade Publishing Company, Inc., 1965), p. 49.

Several questions were asked by the parents regarding the intent of the regulations and the extent to which other communities had responded. Sister Frances Georgia reviewed the historical development of programs for limited English-speaking children within the state and reported on the present progress of many local programs.

The meeting adjourned at 9:45 P.M. with a third meeting scheduled for the second week in March. The outreach worker agreed to personally contact all those who had attended the first two sessions, reminding them of the next meeting. He urged the parents to seek out new members and reviewed the guidelines for the composition recommended by the State Department of Education.

On February 14, 1973, a meeting was held at the State Department of Education's Northeast Regional Center in North Andover to familiarize school personnel, parents, community leaders, and concerned citizens with the recently enacted legislation. State department officials also intended to respond to specific questions regarding local problems being encountered in attempting to comply with the statute.

Several communities questioned the need for bilingual legislation. These communities expressed the feeling that their English as a Second Language programs had been highly successful. They added that the local communities had not had sufficient opportunity to react to the legislation

before it had been enacted. A considerable discussion ensued detailing not only the cognitive, but also the affective domains which served as the foundation upon which the legislation had been structured.

It became obvious that the transition from English as a Second Language to bilingual education might encounter much resistance in several of the communities represented at this meeting. Their primary reluctance seemed to focus around the traditional acceptance of E.S.L. and the anticipated budgetary increase to those communities whose limited English-speaking populations were extensive. Those communities that voiced the most concern left the meeting with what may best be termed an expressed surface or token resolution of those issues they felt were most pressing.

On March 13, 1973, the third meeting of the Parent Advisory Council was held to discuss the program abstract for 1973-1974 and to again discuss the state guidelines. This meeting continued to reflect the positive interest of the parents in this vital aspect of the total program. Thirty-five parents attended the meeting and their response to the abstract was highly favorable (See Appendix P). It was explained that the final application for state approval of the finished plan had not yet been received, but that when it was received and completed it would be presented to the Parent Advisory Council before being



submitted.

It was also explained that contacts had been made with state officials and they had stated that the delay in the availability of the program applications was due to the fact that they were presently being revised. They added that they saw no reason why the school department could not submit an abstract for the Parent Advisory Council's initial consideration.

The school department tends to feel that the cooperation and assistance of the Parent Advisory Council has provided a positive input into the total planning and implementation of the bilingual program.

Still another approach which was attempted to involve parents in the total education of their children was the presentation of two "talent" shows, almost totally produced and directed by the students at the Washington Community School. Faculty advisors were present to supervise, but were seldom, if ever, asked to contribute technical support. The children entitled the productions the "Funky Follies," and the response from parents far surpassed administrative expectations. The two shows were held on successive Friday afternoons. Each performance was followed by an "informal" parent-teacher coffee hour. As several of the parents had children in each of the performances, they had an opportunity to visit the school and speak with the teachers twice in a little over one week.

A total of thirteen Spanish-speaking children took part in the "Funky Follies," with approximately twenty-seven parents and friends in attendance. This program was even more significant for the parents of the children in the regular school program. With the exception of the "All Star Hockey Game," no other function had resulted in the involvement of more than fourteen parents at any one activity. The two afternoon performances drew over 125 English-speaking parents to the school.

Coffee hours followed each of the performances and provided the parents with an opportunity to mingle, but it was obvious that at this point, any extensive communication between English-speaking and non-English-speaking parents would be, at best, minimal. It did serve as their first exposure to a situation from which it is hoped a Master Parent Advisory Council will be developed. This Master Council will be comprised of the various sub-groups representing the numerous programs conducted at the school.

#### Interagency Cooperation

In addition to the programs offered by the school department, several local agencies offered educational and recreational programs for children of limited English-speaking ability. The Lynn Model Cities Cultural Minorities Center sought and received permission of the School Committee to circulate flyers within the schools announcing the initiation of a tutorial program for Black, Greek, and

Spanish-speaking children. The tutorial staff consisted of college graduate students and other concerned volunteers. This supplementary program, held at the center's headquarters, assisted approximately ten of the children in the bilingual program. A major administrative concern was the legal responsibility the school department might incur if the school department transported the children directly to the center. This was resolved by continuing to bus the children home and having their parents decide how the children would be transported to the center. This did not create a serious logistical problem for most of the parents as the center was located in the heart of the city's major concentration of Spanish-speaking residents.

Students from Lynn Classical High School's Spanish Club sought and received contributions from local business firms to hold a Christmas party for the Spanish-speaking children in the elementary bilingual classes. The firms donated hamburgers, ice cream, and soft drinks. Members of the Spanish Club made a pinata and provided music for dancing and group singing. One of the boys dressed as Santa Claus and distributed gifts which had been donated by local business firms or purchased with funds collected from club members. The club's advisor stated that the high school students enjoyed the experience so much they hope to make it an annual event (See Appendix Q).

The Headstart Policy Council, of which the writer is a member, voted to seek funds to conduct a late afternoon program for children with special learning problems. The program commenced operations in February and offered tutorial instructions for emotionally disturbed, academically limited, and limited English-speaking children.

Another program of note was the recreational activities provided by the local Y.M.C.A. (See Appendix R). This organization offered numerous free memberships to minority children in an effort to provide an alternative delinquency prevention program. There were approximately forty free memberships given to Spanish-speaking children under eighteen years of age. The children were extremely active in this program and proudly displayed the medals they had won in swimming meets conducted during the winter months.

A local religious organization, which serves as the executor of a trust fund that had been set up to present funds to organizations that work directly with the poor, donated \$200 so that the children in both the E.S.L. and bilingual programs could be given a field trip to the Museum of Science and historical sites in Boston. The only stipulation was that the funds were to be used exclusively for "poor" children. As the average income of the parents of the limited English-speaking children in the program fell well within the Title I Guidelines for determining populations



that might be considered "disadvantaged," the funds obviously served those for whom it was intended.

The Spanish American Association was an invaluable resource. Their cooperation and support strengthened the entire program. They provided space for meetings of the Parent Advisory Council and assisted in informing parents of topics of educational concern. The officers and members of this association attended Parent Advisory Council meetings and added constructive criticism and input.

The local Mental Health Association provides a child guidance clinic and has several workers who are fluent in Spanish. Although only one referral of a Spanish-speaking child was made by school officials, the social service director assured the school department that child and parental counseling services would be made available whenever needed. The school department was informed that approximately ten Spanish-speaking families had sought the counseling services provided by the clinic. Eight of these families were referred to community family counseling services and the remaining two were considered active ongoing cases.

The writer was asked to serve on a bilingual task force that would evaluate the immediate need for bilingual programs in the Merrimack Valley. Although this presented the opportunity for an invaluable learning experience, before

formal acceptance could be made, School Committee approval had to be granted. The superintendent recommended and received permission for the writer to accept this invitation.

The task force met on the afternoon of January 26, 1973, to discuss the procedure to be employed, the assignment of areas to be observed, and the method of communicating the findings to local and state officials. At this initial orientation meeting it was revealed that the team would spend four days concentrating on the bilingual needs of the Lawrence Public Schools. The Task Force was organized to evaluate the curriculum, community participation, facilities, administration, supplementary services, and method of collecting program data.

The writer was assigned to work with two other educators in evaluating the administrative component of the overall bilingual program in Lawrence.

The superintendent of the Lawrence Public Schools welcomed the Task Force and assured them that every effort would be made to realistically implement the findings of the study. He cautioned, however, that the financial impact might be one that the school committee might have difficulty in justifying to the community at that time. With over 1,000 children of limited English-speaking ability attending the Lawrence Public Schools, a conservative estimate of the projected salaries of instructional personnel and classroom aides would require the school committee

allocating approximately \$450,000 in their school budget for the next fiscal year. In addition, the cost of materials, renovation of classrooms, conversion of existing "unused" space for classroom use, the possibility of leasing facilities, and transportation were other issues of immediate financial concern.

Lawrence school officials were extremely open and cooperative, but it was apparent that immediate and total compliance was unrealistic because of the length of time school had already been in session and the vastness of the organizational task confronting them (See Appendix S).

At a follow-up conference of the Task Force held at the State Department of Education in Boston on February 26, 1973, state officials implied that they too were aware of the immensity of the problem facing the Lawrence school officials. They felt that the department's goal should be to seek assurance from Lawrence that they fully intended to comply with the existing regulations. This assurance was to be supported not only by documented proof of the initiation of bilingual classes, but also by a projected plan which would include a target date for the total implementation of the program.

Ostrander stated that:

It is at the level of budget adoption that the decision-making process becomes crucial. Here is the final fiscal description of the goals of education

for the school system. Policy making has its greatest impact at the time of budget adoption.<sup>1</sup>

The situation in Lawrence is not unique, as many communities throughout the state are being asked to comply with new regulations that will greatly increase the local educational budget without the state providing a means to support its operation. This is not to say that all of the communities affected are unable to perceive the educational value in each new program; rather, they are faced with the reluctance of local taxpayers to accept the added burden. Several school officials suggested that if the city totally complies with the series of recent state regulations related to education it "might bankrupt" the community. This fear of the financial plight facing taxpayers throughout the Commonwealth has resulted in at least two communities flatly refusing to comply with the mandatory regulations regarding the hot lunch program.

Most of the community agencies contacted contributed a reasonable amount of in-kind services: their major limitations were primarily the restrictions placed upon them by budgetary considerations.

The writer was asked by the superintendent to represent the school department on the newly formed Community Committee on Spanish Affairs. The Committee is comprised of

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<sup>1</sup>Ostrander, A Value Approach to Educational Administration, p. 304.



representatives from the various agencies serving the citizens of Lynn (See Appendix T).

The objectives of the Committee are:

1. To work with representatives from the Spanish-speaking community in defining and articulating its needs.
2. To assist the Spanish-speaking community in mobilizing the resources necessary to resolve their most pressing issues.

The agencies that appeared to profit most from this experience were those who used this opportunity to make substantial revisions in their programs based on the data gathered as a result of their participation.

The Community Committee on Spanish Affairs was extremely helpful in developing inter-agency communications and understanding. It served as the catalyst which stimulated increasingly open and more clearly defined lines of communication.

All of the agencies contacted offered freely of their services and made positive contributions to the total project.

## CHAPTER IV

### PROJECT OUTCOMES

#### Evaluation of the Project

The evaluation of this project is based on the degree to which the project goals, which were set following the initial needs assessment, were attained.

- A. To expand the opportunities of Spanish-speaking elementary school children to communicate with English-speaking students through increasing the number and variety of non-verbal school activities.

Prior to the initiation of the elementary bilingual program, children of limited English-speaking ability functioned in an almost totally self-contained E.S.L. program. Their contacts with the regular school population were, at best, limited.

With the introduction of the bilingual classes, a priority was placed on the involvement of children of limited English-speaking ability in all of the recreational, athletic, and non-verbal activities provided by the school department. This was accomplished to the extent that at the present time every child in the program is integrated, to some degree, in activities involving English-speaking

students.

Results of the questionnaire administered as a part of the total evaluation process suggest that 88 per cent of the children and 85 per cent of the parents felt that the children appeared to "get along better with English-speaking children since entering the bilingual program." In addition, 73 per cent of the students indicated that they "liked being in classes with English-speaking students."

When asked what they most enjoyed about school, 59 per cent of the children mentioned one of the integrative activities that had been developed.

In addition to the integrative school related experiences developed, school officials worked closely with community agencies in improving the number and variety of interpersonal experiences for children of limited English-speaking ability. Since September, 1972, five agencies have cooperated in expanding the activities offered so that they meet the needs of limited English-speaking children.

Interviews with the school department's supervisory and instructional staff indicated that, to the best of their knowledge, all areas for non-verbal integrative experiences had been explored and in some way incorporated into the bilingual program.

- B. To develop more effective home-school relations by the translation of all written

communications forwarded to parents and  
increasing the number of personal contacts.

A review was conducted of all of those forms normally forwarded to parents during the course of the school year. These forms were reviewed and translated into the native language of the child's parent.

At the end of the first marking period parents were requested to schedule a conference with their child's teacher. The result was that only two parents took advantage of this opportunity.

As the number of school initiated contacts increased, the method of home-school communications also improved. The revised report card used for the second marking period contained a section that was to be returned to school, allowing for the scheduling of a parent-teacher conference. All but eight of the parents contacted the school.

The questionnaire was sent home with the children, and forty-six of the forty-seven families responded. The only parent not responding has gone on an extended vacation to Puerto Rico.

The first general parent meeting in October was held in the afternoon and was attended by only four parents. In striking contrast, the February meeting was held in the evening and found twenty-four parents in attendance. This statistic obviously represented a substantial improvement in home-school communications.



The parent questionnaire also disclosed that 82 per cent of the parents approve of the present report card. More importantly, 93 per cent of them stated that they understood the information contained in the card. Ninety-five per cent of the parents responding to the survey felt that the information sent by the school was "clear and easily understood." Ninety-six per cent of the parents responding to the questionnaire felt that the school had "explained the program sufficiently to them."

Ninety-six per cent of the parents felt that they should visit the school. Unfortunately, 52 per cent of these parents stated that they had not had an opportunity to visit their child's school this year. It is felt that this fact was due to the great distance they would have to travel, and to the fact that many either worked or had to care for younger children. Surprisingly, 87 per cent of the students felt their parents should visit school more often.

Although the school telephone number has been forwarded to each parent, 67 per cent stated they had never called their child's teachers. One of the obvious reasons for this is the fact that comparatively few Spanish families have telephones in the home.

The teachers feel that, in spite of the improved home-school relations, continued efforts should be made to contact those parents whose children are experiencing difficulty in school. They feel that the most cooperative and active parents are those whose children are meeting with at least average success in school.

Their major concern was that there were limited evaluative counseling services available to address the emotional and specific learning problems presented by English-speaking children.

- C. To develop a bilingual program for elementary school Spanish-speaking children by reviewing available materials.

At the present time the Lynn school department is in the process of forwarding to the State Department of Education a plan for its bilingual program for the coming academic year. The abstract of this program has been reviewed by the Parent Advisory Council and received a favorable reaction.

Thus far, curriculum materials have been recommended and adopted. In addition, a standing curriculum committee has been formed and meets on a regular basis. Various programs have been visited and joint curriculum efforts are being conducted with local and national agencies.

Results of the teachers' questionnaire indicated that collectively they felt they had been given considerable

professional latitude and received sufficient administrative support. They also felt that they had been given ample opportunity to become involved in curriculum planning. They were more than satisfied with the program that has been developed.

- D. The development of a Parent Advisory Council with the assistance of the school outreach worker, community leaders, and interested parents.

A Parent Advisory Council has been formed and has met three times to date. They have elected officers, attended a state sponsored conference, and are reviewing the proposed program for next year.

They are presently recruiting new members and assisting school officials in interviewing teacher aides. We have been informed by state officials that our local Parent Advisory Council is one of the first and probably the most active in the state at this time.

School personnel attended each meeting and served in a consulting capacity. The cooperation of the Parent Advisory Council is reflected in the total bilingual program.

- E. The expansion of community and staff awareness of the objectives of bilingual education.

The staff at the Washington Community School has played a vital role in the total development of the bilingual



program. They have integrated those Spanish-speaking children referred to them by the bilingual teachers into their regular classroom programs and have supervised numerous extra-curricula activities. Portions of each monthly faculty meeting have been set aside for a clarification of the objectives of bilingual education.

Several pictures and articles regarding the philosophy of bilingual education as well as various school activities have been printed in local newspapers. In addition, television interviews have been conducted with various school personnel.

It must be noted, however, that not all those who read the newspaper releases were willing to support the program. Following one of the recent articles several "letters to the editor" were published which described the new program as "totally unnecessary" and "a waste of the taxpayers' money." The basic theme of these letters appeared to be that English should be the only means of instruction in the public schools.

Although total awareness and acceptance is the obvious goal of any program of public relations, prejudice and vested interests make complete acceptance highly unlikely.



## Conclusions

The implementation of the transitional bilingual educational program for Spanish-speaking elementary school children in the Lynn Public Schools brought a dramatic change in the system's approach to educating children of limited English-speaking ability. The project developed a viable mechanism around which an effective curriculum has been developed. The materials, procedures, and methodology developed will aid in the periodic review and modification of the program.

The project has also developed an organizational framework which can be applied to other areas in which the need for programs in transitional bilingual education are identified. At the present time there is at least one other ethnic group in the community that has been provided with the basic philosophy and objectives of bilingual education, but, to date, there has not been sufficient parental interest expressed to initiate a program. Parents whose primary language is other than English will continue to be contacted by school officials so that their interest in bilingual education programs can be measured.

A major learning experience gained through the development of this project was the importance of joint planning in the ultimate success of a program. If programs are to effectively meet the needs of those children whom they are designed to serve, mutual planning must be an

integral component.

Although there are numerous academic materials available, there appears to be a limited number of standardized instruments which can validly assess either the academic achievement or educational potential of Spanish-speaking children. Most of the instruments reviewed were culturally biased in that their norms were based almost exclusively on English-speaking students attending "mainland" schools.

The questionnaire was an extremely useful device and revealed several interesting facts that were not directly related to the stated project goals:

1. While 19 per cent of the students expressed an interest in attending college, only 7 per cent of the parents reflected a similar aspiration for their child.

2. Two of the parents, although they expressed a positive reaction toward the bilingual program, were concerned that children should be given added instruction in English.

3. The questionnaire tended to suggest that little, if any, English is spoken at home.

Many of the communities visited expressed the concern that the attendance of limited English-speaking children in their bilingual programs was extremely poor. This was not the case in this project. The average per cent of attendance for children in the regular elementary school

program at the Washington Community School was approximately 89 per cent during the duration of the project. The per cent of attendance for the children in the bilingual program was almost 96 per cent.

There are many factors which may have contributed to this impressive statistic. Two of the most likely are the positive influence of the bilingual program and the provision for transportation to and from home by privately leased mini-buses.

This project also accented the need for local communities and the State Department of Education to continue to work cooperatively in:

1. Developing and standardizing of materials that will accurately identify the academic achievement and educational potential of limited English-speaking children.
2. The continued scheduling of regional conferences for parents, community leaders, teachers, and administrators.
3. The development of a mechanism that will aid in supplying local school systems with updated State Department of Education regulations that have been translated into the native language of those populations served.

Communities anticipating the need for programs in transitional bilingual education would be well advised to consider strongly the following procedural steps:



1. Conducting an accurate in-school and out-of-school survey.
2. Reviewing the resources and qualified personnel available.
3. Evaluating available facilities.
4. Projecting an estimate of the financial impact on the school budget.
5. Determining the extent to which parents, teachers, and community leaders are aware of the philosophy and objectives of bilingual education.

The development of any new program in bilingual education must be entered into with a clear understanding that it will require exhaustive research, extensive planning, and imaginative implementation. The ultimate success of any program is directly related to the energies of the professional personnel, the involvement of parents, and the cooperation of community leaders.

The implications of data gathered through the use of the questionnaire and the interviews conducted with school personnel and community leaders would suggest that the Lynn Public Schools must give the following areas immediate consideration:

1. The addition of a Spanish-speaking guidance counselor.
2. The addition of adult bilingual instructors to the Adult Civic Education's evening staff.



3. The assigning of a bilingual supervisor to coordinate the total program.

Bilingual education in the State of Massachusetts is a reality. It has experienced the expected difficulties which all new programs encounter, but, for the most part, the transition from English as a Second Language appears to have been relatively smooth. This has been due largely to the efforts of concerned public school officials, the cooperation of community agencies, the assistance of parents, and the support of the State Department of Education.

## CHAPTER V

### IMPLICATIONS FOR FURTHER STUDY

The field of transitional bilingual education is in the embryonic stage. Problems will require imaginative and innovative leadership by administrators sensitive to the affective and cognitive needs of the children whose primary language is other than English. This project tends to indicate that more exhaustive investigation should be conducted in the following areas:

1. A survey of administrators on a statewide basis would provide a valuable resource into their perception of their own professional limitations, the weaknesses in existing state guidelines, and the problems encountered in developing local bilingual programs.

2. The development of standardized instruments that more accurately reflect the academic achievement of children of limited English-speaking ability must be developed, even though this is a most difficult task.

3. The possibility of developing, on the state level, a teacher exchange program with those areas from which the majority of our students emanate is a worthwhile

project to be considered.

4. The expanded use of video tape in the evaluation of teacher effectiveness has far-reaching possibilities. This project has indicated that the mutual evaluation of bilingual teachers tends to create a more positive teacher-principal relationship. It appears to more fully utilize the expertise of the principal as a cooperative and contributing resource.

5. There appears to be a growing controversy in education regarding centralized versus decentralized educational facilities. This project, because of financial and physical limitations, required the busing of children to a central elementary bilingual center. Although the project met with a relatively high degree of success, the author tends to feel that the development of classes within the neighborhood would be more productive, both socially and emotionally.

6. A great deal of research is needed in the development and modification of community awareness workshop models. The involvement of the community is essential to the total acceptance and understanding of transitional bilingual programs.

7. The open class concept utilized as the instructional methodology in this project is obviously only one approach to the development of meaningful instructional

programs. Further consideration should be given to the refinement of existing and innovative techniques that more adequately meet the specific needs of those children to be served.

8. Parental involvement is an essential component in the ultimate success of any program. An interesting area for further investigation might well be the group dynamics that tend to influence and stimulate the development of a Parent Advisory Council. A review of the aspirations and expectations of each member might provide a clearer insight into the structure that generates the Parent Advisory Council's activities.

9. There is a great deal of work that must be done in the development of programs of bilingual and monolingual paraprofessionals. Some of the major problems to be resolved: should they be native-speaking or English-speaking? paid or volunteer? from the immediate ethnic community or the community-at-large?

10. If we assume that greater parental involvement tends to develop more positive attitudes toward the overall educational endeavor, greater concern will have to be given toward the development of more realistic vocational and academic bilingual programs for adults. It might well be possible to develop adult education programs in the neighborhood schools not only in the evening, but also



during the day while the children's classes are in session.

11. As most secondary programs tend to be structured around the traditional departmentalized framework, it might prove useful to study the reaction of students who must undergo the transition from an elementary to a secondary bilingual program.

The areas discussed are but a few of the pressing issues that must be confronted to insure the development of programs that provide a quality educational opportunity for all of those children whose primary language is other than English. We cannot simply adapt those methods and procedures employed in the American public schools. Educators must research, explore, and improve the techniques available to them. Although the task is monumental, the eventual product is well worth those energies that will be expended.

APPENDIX A

REGULATIONS FOR USE IN ADMINISTERING  
PROGRAMS IN TRANSITIONAL BILINGUAL EDUCATION

REGULATIONS FOR USE IN ADMINISTERING PROGRAMS IN TRANSITIONAL BILINGUAL EDUCATION AS PROVIDED FOR IN CHAPTER 71A OF THE GENERAL LAWS

1. All provisions contained within the Transitional Bilingual Education Act, Mass. G.L. Ch. 71A, are here-by incorporated in these regulations by reference.
2. For the 1972-73 school year, school districts participating in the Transitional Bilingual Education program shall comply with the current school census law, Mass. G. L. Ch. 72, Sec. 2, and any regulations and/or guidelines promulgated by the Commissioner of Education respecting the census.
3. For the 1973-1974 school year and thereafter, each school committee shall conduct a census not later than March 1 of each year, of the number of children of limited English speaking ability resident in the district. Such census shall count children resident in the district both in and out of school. In making such census the school committees shall seek the assistance and cooperation of agencies, organizations or community groups, public or private, which have access to or information about children of limited English-speaking ability resident in the district. Every effort shall be made to keep the census current.
4. Each school district shall designate one regular employee principally responsible for the school district's census taking activities under the Act.
5. School or non-school personnel conducting the census shall be able to communicate in the home language of the children being counted.
6. Children of limited English-speaking ability shall mean those children who meet the statutory requirements of native tongue and parentage and who have difficulty performing ordinary class-work in English due to problems handling the English Language.
7. Each school district shall classify children of limited English-speaking ability within the district by the language a teacher of Transitional Bilingual Education qualified under Section 6, of the Act and the regulations designates as the child's primary language, or the language a parent of such child identifies as the child's primary language. Such language classifications shall correspond to living foreign languages such as Spanish, Portuguese, Chinese, French, Italian, Greek, etc.

8. A local project director, supervisor, or teacher in charge of Transitional Bilingual Education qualified under Section 6 of the Act and regulations shall annually evaluate every child considered for placement in Transitional Bilingual Education and determine whether the child is or limited English speaking ability and therefore eligible for a Transitional Bilingual Education program. Such determination shall be made according to guidelines established by the Bureau of Transitional Bilingual Education, and summarized in a short narrative statement entered in the child's school record. No child shall be placed in the Transitional Bilingual Education program unless such evaluation has been made. Every child determined to be eligible shall be placed in a Transitional Bilingual Education program according to the provisions of Section 3 of the Act. In initially establishing Transitional Bilingual Education programs for all eligible children, priority shall be given to establishment of Transitional Bilingual Education programs for younger children. The parent of any child resident in the school district may request evaluation of his/her child for Transitional Bilingual Education, and the school district shall provide such evaluation upon parental request.
9. When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English speaking ability in any such language classification, the school committee shall establish, for each classification, a program in Transitional Bilingual Education for all the children therein; provided, however, that a school committee may establish a program in Transitional Bilingual Education with respect to any classification with less than twenty children therein.
10. No school district shall enroll children of limited English speaking ability of different primary language backgrounds in the same Transitional Bilingual Education class, without prior approval of the Bureau of Transitional Bilingual Education.

#### Reimbursement

11. The costs of instruction, training and support, including the cost of Transitional Bilingual Education personnel, materials and equipment, tuition, intra-district transportation, and consultant services, of the children in Transitional Bilingual Education classes under Chapter 71A, shall, for the amount by which such costs exceed the average per pupil expenditure of the school district for the education of children of comparable age, be reimbursed by the Commonwealth. Such reimbursement shall be made only after approval and certification by the bureau of Tran-



Bilingual Education that funds for Transitional Bilingual Educational personnel, materials and equipment, tuition, intra-district transportation and consultant services were actually expended and that Transitional Bilingual Education classes have met the standards and requirements prescribed by the Act and the regulations.

12. An extra cost figure from 250 dollars to 500 dollars per pupil is considered reasonable for reimbursement under the Transitional Bilingual Act. Extra cost figures in excess of 500 dollars per pupil may be reimbursable under the Act. Considerations justifying extra per pupil cost expenditures in excess of 500 dollars will include planning costs of Transitional Bilingual Education programs, newness of programs, rapid expansion of existing programs, curriculum development, and material acquisition.
13. Determination of the extra costs of programs in Transitional Bilingual Education shall be made in conformity with accounting standards now in use, developed and to be developed by the Department of Education.
14. The costs of tuition for teachers or teacher aides training programs, when the teacher or teacher aide will teach or aide in teaching the Transitional Bilingual Education program in the following semester or school year shall be reimbursable up to an amount not exceeding 5 percent of the total reimbursable costs under this Act.
15. Extra costs of providing intra-district transportation for students enrolled in Transitional Bilingual Education programs shall be reimbursable expenses under the Act. However, no intra-district transportation expenses shall be reimbursable unless children of limited English-speaking ability cannot be accommodated within existing intra-district transportation schemes, other state transportation funds are not available, and the Bureau of Transitional Bilingual Education has approved such intra-district transportation as necessary for carrying out the purposes of the Act.
16. No school district shall decrease the level of local expenditure devoted to programs in Transitional Bilingual Education without prior approval of the Bureau of Transitional Bilingual Education.
17. No school district shall divert federal funds now expended on the education of children of limited English-speaking ability to other uses without prior approval of the Bureau of Transitional Bilingual Education. However, school districts may use federal funds for educational programs of benefit to children of limited English-speaking ability not satisfying the definition of Transitional Bilingual Education contained in the Act.

It is recommended that federal monies be used for non-reimbursable and non-reimbursed costs of programs in Transitional Bilingual Education and other programs benefitting children of limited English-speaking ability.

18. In the event that reimbursable expenditures under the Act exceed total available state money for reimbursement, local districts shall receive reimbursement calculated as follows:

reimbursement - -  $\frac{\text{total available state money}}{\text{Total reimbursable expenditures under Ch. 71A}}$

local district reimbursement - - reimbursement x local  
reimbursable expenditures

19. Costs of Transitional Bilingual Education programs other than those actually reimbursed under the Act, shall be "reimbursable expenditures" within the meaning of Mass. G. L. Ch. 70, and shall be reimbursed under said Chapter.

#### Educational Quality

20. Programs in Transitional Bilingual Education shall mean a full-time program of instruction (1) in all those courses or subject which a child is required by law to receive and which are required by the child's school district in the native language of the children of limited English-speaking ability who are enrolled in the program and in English; (2) in the reading and writing of the native language of the children of the program and in the aural comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.
21. Instruction in courses of subjects included in a program of Transitional Bilingual Education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited English speaking ability shall participate in the regular public school classes provided for said subjects. Each

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Each school committee of every city, town or school district shall ensure to children enrolled in a program in Transitional Bilingual Education practical and meaningful opportunity to participate fully in the extra-curricular activities of the regular public schools in the school district. Programs in Transitional Bilingual Education shall be located in regular public school rather than separate facilities, unless such location is shown to be not feasible and is approved by the Bureau of Transitional Bilingual Education.

22. Every school-age child of limited English speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in Transitional Bilingual Education for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur. A child of limited English speaking ability enrolled in a program in Transitional Bilingual Education may, in the discretion of the school committee and subject to the approval of the child's parent or legal guardian, be continued in that program for a period longer than three years.
23. Transitional Bilingual Education programs shall be designed and conducted so that students enrolled in such programs can achieve skills in aural comprehension, speaking, reading and writing of English sufficient to perform ordinary classwork in English within the three year transitional period.
24. The maximum student-teacher ratio shall be 15:1, except that the student-teacher ratio may be 20:1 where a native speaking teacher's aide is assigned to a Transitional Bilingual Education class, or a non-native speaking teacher's aide is assigned to a Transitional Bilingual Education class taught by a native speaker of the primary language of the children enrolled in the Transitional Bilingual Education Program.
25. It is highly recommended that native speaking teacher aides be utilized in conjunction with Transitional Bilingual Education programs. Teacher aides should possess a speaking ability in the primary language of the children enrolled in the Transitional Bilingual Education program to which they are assigned. Wherever possible, it is recommended that such teacher aides be paid out of Title I funds, federal Elementary and Secondary Education Act.



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26. The age spread in any Transitional Bilingual Education class shall be no more than 3 years from the oldest to the youngest child, except that the age spread in any Transitional Bilingual Education kindergarten class shall be no more than one year from the oldest to the youngest child.
27. The regulations shall be interpreted as encouraging experimentation or innovation in teaching Transitional Bilingual Education classes, including the use of such teaching techniques and devices as open classrooms, team teaching, etc. Programs in Transitional Bilingual Education need not duplicate courses of instruction in English and the native language. Ideas have no language.
28. Children enrolled in programs in Transitional Bilingual Education shall be taught the history and culture of their own background and the history and culture of the United States and to draw upon and balance both. Instruction in history and culture shall not stress memorization but knowledge which will encourage a student to keep and respect his own heritage and draw upon and understand the American way of life.
29. Children of limited English speaking ability shall receive full regular program credit for all years completed and courses taken in programs for Transitional Bilingual Education. Children of limited English speaking ability who move from programs in Transitional Bilingual Education of one school or school district to the Transitional Bilingual Education program of another school or school district shall do so without loss of grade.
30. It is highly recommended that school districts utilize full or part time native-speaking community coordinators who shall act as liaison between the school district and the parents of children of limited English speaking ability and visit the homes of the children in order to exchange information about the Transitional Bilingual Education program.
31. It is highly recommended that school districts utilize full or part-time native speaking guidance or pupil adjustment counselors in Transitional Bilingual Education programs.
32. School districts participating in Transitional Bilingual Education programs shall take measures to assure adequate administration of the programs. A school district administering a Transitional Bilingual Education program for 200 or more children shall appoint a local project director, supervisor, or teacher in charge for its Transitional Bilingual Education program. The local project director, supervisor, or teacher in charge shall be qualified to teach in a Transitional Bilingual Education program and shall exercise supervisory responsibility



over the district's Transitional Bilingual Education program.

33. School districts participating in Transitional Bilingual Education programs shall designate a committee of three or more members, including one or more representatives each from the school administration, Transitional Bilingual Education Program, and Parent Advisory Committee, who shall be responsible for conducting an annual review of the district's Transitional Bilingual Education programs and reporting its conclusions to the Bureau of Transitional Bilingual Education and the school committee. Such committee shall insure the district's awareness of regulations, guidelines, and communications between the Department of Education and the local districts.
34. School districts shall send progress reports to parents of children enrolled in Transitional Bilingual Education programs in the same manner and frequency as progress reports sent to parents of other children enrolled in the school district. Such progress reports shall be written in English and the native language of the parents of children enrolled in the program.
35. Children enrolled in Transitional Bilingual Education programs shall have full access to special and other educational services available to other children in local school districts.

#### Preschool and Summer Programs

36. Preschool and summer school Transitional Bilingual Education programs shall comply with the statutory definition of Transitional Bilingual Education, except that such preschool or summer Transitional Bilingual Education programs may be full or part-time.
37. A school district may provide a kindergarten program in Transitional Bilingual Education, and the extra costs of such programs shall be reimbursable expenditures under Section 7 of the Act. One year of a kindergarten program in Transitional Bilingual Education may be counted toward the three year Transitional Bilingual Education programs required or permitted under the Act. School districts are highly encouraged to provide kindergarten programs in Transitional Bilingual Education.

#### Parent Participation

38. For the 1973-74 school year and thereafter, each school district operating a Transitional Bilingual Education program shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education. The Parent Advisory Committee shall be comprised of parents of children of limited English speaking ability enrolled in Transitional Bilingual Education programs. The Parent Advisory Committee shall have at least 5 members, including one or more representatives from every language

group in which Transitional Bilingual Education is conducted in the district. Members of the Parent Advisory Committee shall be selected in a manner which fairly represents the view of parents of children in Transitional Bilingual Education programs.

39. The Parent Advisory Committee shall meet regularly with school officials and at least once annually with the school committee, to participate in the planning, development and evaluation of the district's Transitional Bilingual Education program. Members of the PAC shall have access to Transitional Bilingual Education program records.
40. The Parent Advisory Committee may appoint subcommittees (sub-PACs) for different language groups and/or schools participating in the district's Transitional Bilingual Education program.
41. After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each member of the Parent Advisory Committee.
42. Parents of children of limited English speaking ability enrolled in Transitional Bilingual Education programs who are members of Title I Parent Advisory Committees shall be eligible to participate on Parent Advisory Committees established under the Act and regulations.

#### English Speaking Children

43. Transitional Bilingual Education programs may include children of English speaking ability subject to the notification and withdrawal provisions of Section 3 of the Act.

#### Joint Programs

44. School districts establishing joint programs under Section 4 of the Act may establish such financial arrangements as they see fit, including tuition arrangements and shall work out equitable reimbursement arrangements with the Bureau of Transitional Bilingual Education and the Department of Education, according to guidelines promulgated by the Department of Education.

#### Notice and Withdrawal

45. No later than ten days after the enrollment of any child in a program in Transitional Bilingual Education the school committee of the city, town or the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the

fact that their child has been enrolled in a program in Transitional Bilingual Education. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the child is enrolled and shall inform the parents that they have the right to visit Transitional Bilingual Education classes in which their child is enrolled and to come to the school for a conference to explain the nature of Transitional Bilingual Education. Said notice shall further inform the parents that they have the absolute right, if they so wish, to withdraw their child from a program in Transitional Bilingual Education in the manner as hereinafter provided. The notice shall be in writing in English and the language of which the child of the parents so notified possess a primary speaking ability.

46. It is recommended that notice of enrollment in Transitional Bilingual Education programs be sent to the parents as soon as practicable preferably in the weeks preceding opening of school.
47. Parents shall have an absolute right to withdraw their children from Transitional Bilingual Education programs unconditionally at any time up to one month from the date they receive notice of enrollment. Thereafter, they may exercise their right to withdrawal only at the end or beginning of a semester, or with permission of a teacher of Transitional Bilingual Education qualified under Section 6 of the Act and the regulations.
48. Parents of children of limited English speaking ability enrolled in Transitional Bilingual Education programs shall have access to their children's individual school records and shall have the right to visit Transitional Bilingual Education classes in which their children are enrolled. Parents shall also have the right to request and receive a conference with a Transitional Bilingual Education teacher qualified under Section 6 of the Act and the regulations, relating to the nature and purposes of the Transitional Bilingual Education program, and their children's progress in school.

#### Plans

49. For the 1972-1973 school year, school districts participating in the Transitional Bilingual Education programs shall submit such letters of intent and plans as may reasonably be required by the Bureau of Transitional Bilingual Education to determine whether the school districts are in compliance with the Act and the regulations. For the 1973-1974 school year and thereafter, school districts shall submit letters of intent and plans in accordance with sections 50 through 56 of the regulations.



50. For the 1973-1974 school year and thereafter, school districts shall submit letters of intent for programs in Transitional Bilingual Education to the Bureau of Transitional Bilingual Education by December 1st of the school year preceeding the implementation of a program in Transitional Bilingual Education. Such letter of intent shall contain a short narrative description of the proposed Transitional Bilingual Education program. The Bureau of Transitional Bilingual Education shall provide the school district a response in writing by February 1st of the school year preceeding the implementation of a program in Transitional Bilingual Education.
51. School districts shall submit plans for programs in Transitional Bilingual Education to the Bureau of Transitional Bilingual Education by March 31st of the school year preceeding the implementation of a program in Transitional Bilingual Education. Such plans shall comply with the Act and the regulations and shall contain information required by the Bureau to determine whether the school district is in compliance with the Act and the regulations. Plans shall be submitted in accordance with guidelines and forms to be prepared by the Bureau of Transitional Bilingual Education.
52. Plans shall set forth steps taken towards a census of children of limited English speaking ability resident in the school district.
53. Plans shall describe the ways and means by which a Transitional Bilingual Education program will teach the history and culture of the native land of children of limited English speaking ability resident in the school district.
54. Allowance shall be made for school districts adopting an 18 month budget for purposes of conversion to a school accounting system for fiscal year.
55. No program in Transitional Bilingual Education shall be eligible for reimbursement which has not submitted a plan approved by the Bureau of Transitional Bilingual Education. The Bureau shall process and approve such plans or recommend changes in such plans by May 15th of the school year preceeding the implementation of a program in Transitional Bilingual Education.
56. Plans submitted for approval of Transitional Bilingual Education programs shall contain Transitional Bilingual Education program projections for the following two school years. Such projections shall be regularly updated for submission with plans for following school years.



Board of Education

57. The Board of Education may upon petition of a school committee waive any of the provisions of these regulations as to any particular district for such time as may to the Board seem reasonable to avoid undue hardship to such district.

APPENDIX B

REGULATIONS AND PROCEDURES REGARDING CENSUS  
OBLIGATIONS UNDER CHAPTER 71A, TRANSITIONAL  
BILINGUAL EDUCATION



# *The Commonwealth of Massachusetts* 112

## *Department of Education*

*182 Tremont Street*

*Boston, 02111*

Transitional Bilingual Education

September 8, 1972

### REGULATIONS AND PROCEDURES REGARDING CENSUS OBLIGATIONS UNDER CHAPTER 71A TRANSITIONAL BILINGUAL EDUCATION

#### A. INTRODUCTION

In accordance with the provisions of Chapter 71A, The Transitional Bilingual Education Act the following Regulations and procedures are cited to assist local school districts meet their obligation to conduct a census of the number of children of limited English-speaking ability residents in their district.

#### B. REGULATIONS

1. For the 1972-73 School Year, school districts participating in the Transitional Bilingual Education Program shall comply with the current school census law, Mass. G. L. Ch. 72, Sec. 2, and any regulations and/or guidelines promulgated by the Commissioner of Education respecting the census. (Regulation #2. Consult also the Commissioner of Education's Memorandum dated 1, 21, 72, Census Obligations)
2. For the 1973-74 School Year and thereafter, each school committee shall conduct a census not later than March 1 of each year, of the number of children of limited English-speaking ability resident in the district. Such census shall count children resident in the district both in and out of school. In making such census the school committees shall seek the assistance and cooperation of churches, agencies, organizations or community groups, public or private, which have access to or information about children of limited English-speaking ability resident in the district. Every effort shall be made to keep the census current. (Regulation #3)
3. Each school district shall designate one regular employee principally responsible for the school district's census-taking activities under the Act. (Regulation #4.)
4. School or non-school personnel conducting the census shall be able to communicate in the home language of the children being counted. (Regulation #5)

#### C. PROCEDURE:

1. Census taken shall count only those children residing in the area of the school district whose first language is other than English.

2. The only successful means of performing an adequate census of non-English speaking children in a community is by personal interviews in the homes. In view of this fact, it is necessary to hire, on a temporary basis, during the time of the census, a native speaking community worker who can validly relate to the families in their native language and culture. This person will conduct such a census by interviewing the families concerned using the C-2-73 form prescribed by the Bureau of Transitional Bilingual Education.
3. Seek the assistance and cooperation of religious organizations, community-based social agencies, and other community groups, public or private. They may have information about children of limited English-speaking ability resident in the district.
4. Regularly seek out information from the children in the bilingual classes throughout the system concerning their knowledge of non-English speaking families (relatives, friends, neighbors, etc.) who may be arriving in the area. Teacher aides and community coordinators may well serve as contact people in this outsearch effort.
5. Use news media to inform parents of children of limited English-speaking ability about the following:
  - 1) The existence of a Transitional Bilingual Education Program in Public Schools of the community
  - 2) The State requirement to conduct a local census in the homes of children of limited English-speaking ability
  - 3) The local obligation to place children in a program of Transitional Bilingual Education
  - 4) The parental prerogative to keep children in the program
  - 5) The local contact person to whom parents may address their questions



ADMINISTRATION BUILDING  
LYNN PUBLIC SCHOOLS  
42 FRANKLIN STREET  
LYNN, MASSACHUSETTS 01902

114

JAMES L. McGUINNESS  
*Superintendent and  
Secretary of School Committee*  
JAMES J. MARKS  
*Deputy Superintendent  
Secondary Education*  
GEORGE F. LAUBNER  
*Deputy Superintendent  
Elementary Education*  
JOHN J. DONOVAN  
*Administrative Assistant*

September 13, 1972

McG-6

To All School Principals:

Re: Bi-lingual Survey

The new Bi-lingual Act requires that a survey be conducted of all children whose primary language is other than English. Children who are unable to function in a regular classroom because of a language problem will be given the opportunity to attend bi-lingual classes.

Will you please supply the information about students who fall into this category on the attached survey sheets. Please use a separate survey sheet for each language. Survey sheets should be returned by September 21.

James L. McGuinness  
Superintendent of Schools



DIVISION OF  
CURRICULUM AND INSTRUCTION

*The Commonwealth of Massachusetts*  
*Department of Education*  
*182 Tremont Street, Boston 02111*

Bureau of Transitional Bilingual Education

February 26, 1973

M E M O R A N D U M

TO: Chairmen of School Committees, Superintendents of School,  
Program Directors

FROM: Ernest J. Mazzone, Director, Bureau of Transitional  
Bilingual Education

SUBJECT: Census Obligations Under The Bilingual Education Act

Chapter 71A, The Transitional Bilingual Education Act requires the following: "Each school committee shall ascertain, not later than the first day of March, under regulations prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability".

The Act further specifies that, "When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in transitional bilingual education for the children therein provided, however, that a school committee may establish a program in transitional bilingual education with respect to any classification with less than twenty children therein."

The fall statistical data which local school districts filed with the Department was to include data collected in satisfaction of the requirements of Chapter 72, Section 2.

In order to meet the requirements of these standards it is expected that school districts combine the Bilingual Census with the annual registration required under Chapter 72, Section 2.

In a memorandum dated September 8, 1972 the Bureau of Transitional Bilingual Education submitted to each local school district a detailed packet outlining its responsibility under the statute.

Memorandum on March Census

page 2

Briefly it requires each school district to count children of limited English-speaking ability in and out of school by conducting a census in the homes and in the schools.

Thus far some school districts have submitted census reports to the Department which reflects both an in-school and in-home count. In many instances school districts have reported only an in-school count.

It is expected that the in-home count be completed by March 1, 1973.

Enclosed are copies of the required reporting forms. These forms may be duplicated. It should be noted that Forms C-0-73 and C-00-73 are model questionnaires which may be used to gather essential information needed to identify and place children of limited English-speaking ability. Use of these questionnaires of course, is discretionary.

THE DEADLINE FOR SUBMISSION OF STATISTICAL DATA TO THE BUREAU OF TRANSITIONAL BILINGUAL EDUCATION OF THE IN-SCHOOL AND IN-HOME CENSUS COUNT FOR THE CURRENT SCHOOL YEAR IS APRIL 2, 1973.

MAIL ALL CORRESPONDENCE TO:

Ernest J. Mazzone, Director  
Bureau of Transitional Bilingual Education  
182 Tremont Street  
Boston, Mass. 02111

Form C-o-73

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Issued by th Bureau of  
Transitional Bilingual  
Education. THIS FORM  
MAY RE DUPLICATED.

10-1-72

FOR LOCAL LEVEL USE

MASSACHUSETTS DEPARTMENT OF EDUCATION  
Bureau of Transitional Bilingual Education  
182 Tremont Street  
Boston, Mass. 02111

FORM FOR CONDUCTING CENSUS IN THE HOMES TO DETERMINE SCHOOL AGE CHILDREN WHOSE  
FIRST LANGUAGE IS OTHER THAN ENGLISH AND WHO MAY HAVE LIMITED ENGLISH-SPEAKING  
ABILITY.

- 
1. FATHER'S FULL NAME
  2. MOTHER'S FULL NAME
  3. LOCAL ADDRESS
  4. PHONE
  5. LANGUAGE (S) SPOKEN AT HOME
  6. NUMBER OF CHILDREN IN THE FAMILY
  7. NUMBER OF SCHOOL-AGE CHILDREN IN THE FAMILY

PERSON CONDUCTING CENSUS SHALL INFORM THE FAMILIES TO BRING THE FOLLOWING  
DOCUMENTS TO THE SCHOOL AT THE TIME OF REGISTRATION:

- a. BIRTH CERTIFICATE
- b. HEALTH RECORDS
- c. ACADEMIC RECORDS
- d. PASSPORTS OR REGISTRATION CARDS FOR ALIENS

If assistance is necessary to register children in school, the census taker  
should be responsible to make the appropriate arrangements.

NAME OF CENSUS TAKER \_\_\_\_\_

Signature

\_\_\_\_\_  
Date      Month    Day    Year



No.	Name of Child	Local Address	Sex M F	Place of Birth	English Fluency	First Lang.	School now attending. If none-indicate	Grade level	School last attend.	How long on main-land USA
<p>* Census taker should use the terms "limited" or "unlimited" in describing English fluency.</p>										

* Census taker	should use the terms "limited"	or "unlimited"	in describing English fluency.
----------------	--------------------------------	----------------	--------------------------------

APPENDIX C

STATE REGULATIONS REGARDING THE EMPLOYMENT  
OF AN OUTREACH WORKER

General Regulations Related to the Employment of an Outreach Worker

Chapter 71A Regulations Regarding the Administration of Transitional Bilingual Education Program

Section 4 - Each school district shall designate one regular school employee principally responsible for the school districts census taking activities under the Act.

Section 5 - School or non-school personnel conducting the census shall be able to communicate in the home language of the children being counted.

Section 30 - It is highly recommended that school districts utilize full or part time native-speaking community coordinators who shall act as liaison between the school district and the parents of children of limited English speaking ability and visit the homes of the children in order to exchange information about the Transitional Bilingual Education program.

Regulations Regarding the Criteria for Determining and Placing Students of Limited English-Speaking Ability

1. One designated person (guidance counselor, director, teacher, or other qualified person who speaks the native language of the child) shall review and evaluate the child's transcript's and documents.
2. The child shall be interviewed by a native-speaking person or persons to determine his background, goals, and interests.

Regulations and Procedures Regarding Obligations

1. The only successful means of performing an adequate census of non-English speaking children in a community is by personal interviews in the homes. In view of this fact, it is necessary to hire, on a temporary basis, during the time of the census, a native speaking community worker who can validly relate to the families in their native language and culture. This person will conduct such a census by interviewing the families concerned using the C-2-73 form prescribed by the Bureau of Transitional Bilingual Education.

Report of Interview

NAME OF CANDIDATE \_\_\_\_\_

PRESENT STATUS \_\_\_\_\_

DATE & PLACE OF INTERVIEW \_\_\_\_\_

NAMES OF INTERVIEWERS \_\_\_\_\_

Please rate the applicant on the following criteria from the interview at this stage of his/her teaching career and his/her adaptability to the Lynn Public Schools.

1. APPEARANCE  
\_\_\_\_\_ Unacceptable \_\_\_\_\_ Acceptable \_\_\_\_\_ Favorable \_\_\_\_\_ Highly favorable
2. VOICE  
\_\_\_\_\_ Irritating \_\_\_\_\_ Acceptable \_\_\_\_\_ Pleasant \_\_\_\_\_ Clear and pleasing
3. CORRECTNESS OF SPEECH  
\_\_\_\_\_ Frequent errors \_\_\_\_\_ Occasional errors \_\_\_\_\_ Articulate \_\_\_\_\_ Exceptionally articulate
4. EMOTIONAL STABILITY  
\_\_\_\_\_ Tense \_\_\_\_\_ Fairly well poised \_\_\_\_\_ Poised \_\_\_\_\_ Exceptional poise
5. ENTHUSIASM AND WILLINGNESS TO WORK HARD  
\_\_\_\_\_ Little \_\_\_\_\_ Average \_\_\_\_\_ Enthusiastic \_\_\_\_\_ Very enthusiastic
6. PROFESSIONAL AWARENESS  
\_\_\_\_\_ Little \_\_\_\_\_ Superficial \_\_\_\_\_ Genuine awareness \_\_\_\_\_ Unusually well informed
7. KNOWLEDGE OF SUBJECT OR SPECIAL AREA  
\_\_\_\_\_ Minimal \_\_\_\_\_ Average \_\_\_\_\_ Good \_\_\_\_\_ Superior ability
8. ABILITY TO COMMUNICATE AND PRESENT IDEAS  
\_\_\_\_\_ Unorganized \_\_\_\_\_ Average \_\_\_\_\_ Good \_\_\_\_\_ Superior ability
9. COMPOSITE RATING  
\_\_\_\_\_ Low \_\_\_\_\_ Normal \_\_\_\_\_ High
10. APPLICANT'S PREFERRED SCHOOL ENVIRONMENT  
\_\_\_\_\_ Disadvantaged \_\_\_\_\_ Average \_\_\_\_\_ Above Average \_\_\_\_\_ Accelerated

COMMENTS: \_\_\_\_\_

Resident of Lynn: Yes \_\_\_\_\_

Number of Years: \_\_\_\_\_

No \_\_\_\_\_



APPENDIX D

QUESTIONNAIRE FORM

BILINGUAL TEACHER SURVEY

1. Do you feel the facilities were adequate?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Did you receive sufficient administrative support?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
3. Were you given sufficient professional latitude?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
4. Do you feel the teachers in the regular elementary school program have a sufficient awareness of bilingual education?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Do you feel the program was successful?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
6. Have you had an adequate opportunity to become involved in curriculum planning?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
7. Do you feel you have an adequate knowledge of the objective of bilingual education?  
Yes \_\_\_\_\_  
No \_\_\_\_\_
8. What do you feel was the major limitation of the program?

STUDENT SURVEY

1. Do you feel you read, write, and speak Spanish better since entering the bilingual program?  
Yes \_\_\_\_\_  
No \_\_\_\_\_  
Same \_\_\_\_\_
2. Do you feel you read, write, and speak English better since entering the bilingual program?  
Yes \_\_\_\_\_  
No \_\_\_\_\_  
Same \_\_\_\_\_
3. Do you feel you did well in school this year?  
Yes \_\_\_\_\_  
No \_\_\_\_\_  
If no, why \_\_\_\_\_
4. Do you feel you have trouble in school?  
Yes \_\_\_\_\_  
No \_\_\_\_\_  
If yes, explain \_\_\_\_\_
5. What level do you feel you will complete?  
Elementary School \_\_\_\_\_  
Junior High School \_\_\_\_\_  
High School \_\_\_\_\_  
College \_\_\_\_\_  
Graduate School \_\_\_\_\_

6. Have you enjoyed school this year?

Yes \_\_\_\_\_

No \_\_\_\_\_

If no, why \_\_\_\_\_

7. Do you feel you get along better with English-speaking children since entering the bilingual program?

Yes \_\_\_\_\_

No \_\_\_\_\_

If no, why \_\_\_\_\_

8. Would you want your parents to become more concerned with your school work?

Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, how \_\_\_\_\_

9. Do you feel your parents should visit school often?

Yes \_\_\_\_\_

No \_\_\_\_\_

If no, why \_\_\_\_\_

10. Do you speak English at home?

Yes \_\_\_\_\_

No \_\_\_\_\_

11. Did you like being in classes with children who spoke English?

Yes \_\_\_\_\_

No \_\_\_\_\_

If no, why \_\_\_\_\_

12. What did you like most in school this year?

13. What did you dislike most this year in school?



SURVEY DE ALUMNOS

1. ¿Usted cree que lee, escribe y habla Español mejor desde que entró en el programa bilingüe?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Igual \_\_\_\_\_
2. ¿Usted cree que lee, escribe y habla Inglés mejor desde que entró en el programa bilingüe?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Igual \_\_\_\_\_
3. ¿Usted piensa que le va bien en la escuela este año?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Si no, por qué? \_\_\_\_\_
4. ¿Usted cree tener problemas en la escuela?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Si la respuesta es si', explique \_\_\_\_\_
5. ¿Que nivel Usted cree que va a terminar?  
Escuela Elemental \_\_\_\_\_  
Escuela Superior \_\_\_\_\_  
High School \_\_\_\_\_  
Bachillerato \_\_\_\_\_  
Más allá del Bachillerato (Doctorado) \_\_\_\_\_

## SURVEY DE ALUMNOS (continuación)

6. ¿Ha disfrutado Usted de la escuela este año?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- Si no, ¿por qué? \_\_\_\_\_
7. ¿Usted cree que se llova mejor con los niños que hablan Inglés (Americanos) desde que entro en el programa bilingüe?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- Si la respuesta es no, ¿por que? \_\_\_\_\_
8. ¿A Usted le gustaria que sus padres se preocuparan más del trabajo que Usted hace en la escuela?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- Si la respuesta es si, ¿como? \_\_\_\_\_
9. ¿Usted cree que sus padres deben visitar la escuela más a menudo?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- Si no, ¿por que? \_\_\_\_\_
10. ¿Usted habla Inglés en su casa?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
11. ¿A Usted le gustaría estar en las clases de los niños que hablan Ingles (Americanos)?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- Si la respuesta es no, ¿por qué? \_\_\_\_\_
12. ¿Qué es lo que más le ha gustado en la escuela este año?
13. ¿Qué es lo que más le ha disgustado este año en la escuela-lo que menos le ha gustado?

PARENT SURVEY

1. Do you feel your child reads, writes, and speaks Spanish better since entering the bilingual program?

Yes \_\_\_\_\_

No \_\_\_\_\_

Same \_\_\_\_\_

2. Do you feel your child reads, writes, and speaks English better since entering the bilingual program?

Yes \_\_\_\_\_

No \_\_\_\_\_

Same \_\_\_\_\_

3. Are you pleased with your child's progress since entering the bilingual program?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

4. Do you feel your child has a learning problem?

Yes \_\_\_\_\_

No \_\_\_\_\_

If Yes, be specific \_\_\_\_\_

5. What level in school do you feel your child will complete?

Elementary School \_\_\_\_\_

Junior High School \_\_\_\_\_

High School \_\_\_\_\_

College \_\_\_\_\_

Graduate School \_\_\_\_\_

6. Do you feel your child enjoyed school this year?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
- Same \_\_\_\_\_
7. Do you feel your child gets along better with English-speaking children since entering the bilingual program?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
- Uncertain \_\_\_\_\_
8. Do you feel you have been sufficiently concerned with your child's work?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
- If No, why \_\_\_\_\_
9. Do you feel the school should change the present report card?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
- Uncertain \_\_\_\_\_
10. Did you receive your child's report card?
- Yes \_\_\_\_\_
- No \_\_\_\_\_
- Uncertain \_\_\_\_\_
11. Did you understand the information contained in the report card?
- Yes \_\_\_\_\_
- No \_\_\_\_\_



12. After receiving your child's report card, did you schedule a conference with the teacher?

Yes \_\_\_\_\_

No \_\_\_\_\_

13. Do you feel the information sent to you by the school has been clear and easily understood?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

14. Do you feel the school has explained the program sufficiently to you?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

15. Have you been informed of the Parent Advisory Council?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

16. Have you been able to take part in the Parent Advisory Council?

Yes \_\_\_\_\_

No \_\_\_\_\_

17. Do you feel parents should visit their childrens' school?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

18. Did you visit the school during the year?

Yes \_\_\_\_\_

No \_\_\_\_\_

19. Have you written to your child's teacher?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

20. Have you telephoned your child's teacher?

Yes \_\_\_\_\_

No \_\_\_\_\_

Uncertain \_\_\_\_\_

21. Have you been contacted personally by anyone from the school department during the school year?

Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, what type of contact \_\_\_\_\_

22. Is English spoken at home?

Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, by whom \_\_\_\_\_

SURVEY DE PADRES

1. ¿ Usted piensa que su hijo/a lee, escribe y habla Español mejor desde que entro en el programa bilingüe?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Igual \_\_\_\_\_
2. ¿ Usted piensa que su hijo lee, escribe y habla Inglés mejor desde que entro en el programa bilingüe?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Igual \_\_\_\_\_
3. ¿ Esta Usted contento con el adelanto de su hijo desde que entró en el programa bilingüe?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
No esta' seguro \_\_\_\_\_
4. ¿ Usted cree que su hijo tiene un problema de aprendizaje?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Si la respuesta es si' de más detalles \_\_\_\_\_
5. ¿ Quenivel escolar Usted cree que su hijo terminará?  
Escuela Elemental \_\_\_\_\_  
Escuela Superior \_\_\_\_\_  
High School \_\_\_\_\_  
Bachillerato \_\_\_\_\_  
Más allá del Bachillerato (Doctorado) \_\_\_\_\_

SURVEY DE PADRES (continuación)

6. ¿ Usted cree que su hijo disfrutó yendo a la escuela este año?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Lo mismo \_\_\_\_\_
7. ¿ Usted cree que su hijo se lleva mejor con los niños de habla Inglesa (Americanos) desde que entró en el programa bilingüe?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
No está seguro \_\_\_\_\_
8. ¿ Usted cree que ha estado lo suficientemente interesado con el trabajo de su hijo?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
Si la respuesta es no por qué? \_\_\_\_\_
9. ¿ Usted cree que la escuela debe cambiar la tarjeta de reporte presente?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
No está seguro \_\_\_\_\_
10. ¿ Usted recibió la tarjeta de reporte de su hijo?  
Si' \_\_\_\_\_  
No \_\_\_\_\_  
No está seguro \_\_\_\_\_
11. ¿ Usted entendió la información contenida en la tarjeta de reporte?  
Si' \_\_\_\_\_  
No \_\_\_\_\_



SURVEY DE PADRES (continuación)

12. ¿Después de haber recibido la tarjeta de reporte, ¿hizo Usted arreglos para una entrevista con el maestro?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
13. ¿Usted cree que la información que se le ha enviado de la escuela es clara y fácil de entender?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- No está seguro \_\_\_\_\_
14. ¿Usted cree que la escuela le ha explicado el programa suficientemente?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- No está seguro \_\_\_\_\_
15. ¿Ha sido Usted informado del Consejo de Padres (Parent Advisory Council)?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- No está seguro \_\_\_\_\_
16. ¿Usted ha podido tomar parte en el Consejo de Padres?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- No está seguro \_\_\_\_\_
17. ¿Usted cree que los padres deben visitar la escuela de sus hijos?
- Si' \_\_\_\_\_
- No \_\_\_\_\_
- No está seguro \_\_\_\_\_

SURVEY DE PADRES (continuacion)

18. ¿Ha visitado Usted la escuela durante este año?

Si' \_\_\_\_\_

No \_\_\_\_\_

19. ¿Le ha escrito Usted a la maestra de su hijo?

Si' \_\_\_\_\_

No \_\_\_\_\_

No está seguro \_\_\_\_\_

20. ¿Ha llamado Usted por teléfono a la maestra de su hijo?

Si' \_\_\_\_\_

No \_\_\_\_\_

No esta seguro \_\_\_\_\_

21. ¿Ha estado Usted personalmente en contacto con alguna persona del departamento escolar (lo ha visitado) durante este año?

Si' \_\_\_\_\_

No \_\_\_\_\_

Si la respuesta es si, ¿qué tipo de contacto? \_\_\_\_\_

22. ¿Se habla Inglés en su casa?

Si' \_\_\_\_\_

No \_\_\_\_\_

Si la respuesta es si, ¿por quién? \_\_\_\_\_

APPENDIX E

CRITERIA FOR DETERMINING AND PLACING STUDENTS  
OF LIMITED ENGLISH-SPEAKING ABILITY



# *The Commonwealth of Massachusetts*<sup>137</sup>

## *Department of Education*

*182 Tremont Street*

*Boston, 02111*

Bureau of Transitional Bilingual Education

September 8, 1972

### CRITERIA FOR DETERMINING AND PLACING STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY

- A. All children of limited English-speaking ability. This shall mean those children who meet the statutory requirements of native tongue and parentage and who have difficulty performing ordinary classwork in English due to problems in handling the English language.
- B. Placement
1. Review of documents and transcripts of the children by a bilingual person who speaks the same language as the child and knows the child's cultural background. (School marks, teachers' anecdotal records and judgement, data from social agencies, etc.)
  2. Interview of child and parents in the first language by a bilingual guidance or pupil adjustment counselor, community liaison or other qualified person.
  3. An oral interview in English of the child to determine his/her comprehension:
    - a. Comprehension - understands what is said or asked by the interviewer without any responses
    - b. Imitation - imitates the model (may be used to judge pronunciation)
    - c. Repetition - able to repeat what has been said without a model
    - d. Variation - able to change the pattern by substituting certain words
    - e. Selection - able to use what has been learned and respond to it with a different phrase or sentence.
  4. Tests  
NOTE: Test interpretation should allow for cultural differences
    - a. aural-oral proficiency
    - b. reading and writing
    - c. others



CRITERIA FOR DETERMINING AND PLACING STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITYC. Procedure

It is the duty of the local school district to seek out children of limited English-speaking ability.

1. One designated person or persons (guidance counselor, director, teacher or other qualified person who speaks the native language of the child) shall review and evaluate the child's transcripts and documents.
2. The child shall be interviewed by a native-speaking person or persons to determine his background, goals and interests. (Use the attached questionnaire as a model.)
3. The child shall be interviewed in English by a qualified English teacher to determine his/her knowledge of the English language.
4. After the evaluation of documents and the interviews, the child shall be given tests to determine his/her level of proficiency in the English language.
5. According to the results of:
  - a. examination of records,
  - b. evaluation of interviewer(s),
  - c. test results,

the child shall be placed in the appropriate grade or level in a Transitional Bilingual Program or in an English-speaking class.

6. Within ten (10) days after the placement of the child in a Transitional Bilingual Education Program, inform the parent of this fact in writing and by mail in English and in the first language of the home.

NOTE: The responsibility of placing the student and subsequent notification of such rests with the school administration. See regulation #45.

This form may be duplicated

MASSACHUSETTS DEPARTMENT OF EDUCATION  
Bureau of Transitional Bilingual Education  
182 Tremont Street  
Boston, Mass., 02111

For Local Level Use

Model Interview Questionnaire to Accompany Criteria to Determine and Place  
Students of Limited English-Speaking Ability.

A. Personal data:

1. Name of Student \_\_\_\_\_
2. \_\_\_\_\_  
Father's Family Name                      Mother's Maiden Name
3. Sex:                      Female ( )                      Male ( )
4. Date of Birth:                      \_\_\_\_\_  
   Month                      Day                      Year
5. Place of Birth:                      \_\_\_\_\_  
   City or State                      Country
6. Local Address:                      \_\_\_\_\_  
   Number                      Street                      Zip Code
7. Phone Number: \_\_\_\_\_
8. Phone Number To Call In Emergency: \_\_\_\_\_

B. Education:

9. Years of Schooling in Native Country \_\_\_\_\_
- 10 . \_\_\_\_\_  
Name of School (s) in Native Country                      Place
11. \_\_\_\_\_  
Name of School (s) in U. S. A.                      Place
12. Grade or level in native country \_\_\_\_\_
13. Grade or level in U. S. A. \_\_\_\_\_
14. Years in U. S. A. \_\_\_\_\_  
   years                      Months
15. Language (s) Spoken at home \_\_\_\_\_

16. Did the child repeat or skip any grade? yes ( ) No ( )  
why? \_\_\_\_\_
17. How has his/her school progress been so far in the native country?  
POOR ( ) FAIR ( ) GOOD ( ) EXCELLENT ( )  
and in the U. S. A.? EXPLAIN \_\_\_\_\_  
\_\_\_\_\_

#### C. Attitudes and Interests:

18. What is the student's attitude toward school?  
POOR ( ) FAIR ( ) GOOD ( ) EXCELLENT ( )
19. Does the student want to learn English? Yes ( ) No ( )
20. Has the student studied English before? Yes ( ) No ( )
21. Does the student want to maintain and improve his/her native language and culture? Yes ( ) No ( )
22. What specific subjects would the student like to learn in school?  
\_\_\_\_\_
23. What subjects does the student dislike? \_\_\_\_\_
24. What foreign languages has the student studied? \_\_\_\_\_
25. What are the student's goals? (Vocation) \_\_\_\_\_

#### D. Home situation:

26. What type of house does the student live in? \_\_\_\_\_
27. How many rooms in the house? \_\_\_\_\_
28. How many people live in the same house or apartment? \_\_\_\_\_

#### E. Medical Data:

29. When was the last time the student had a medical examination \_\_\_\_\_  
WHERE \_\_\_\_\_ RESULTS \_\_\_\_\_
30. Father's Full Name \_\_\_\_\_
31. Is the Father living? Yes ( ) No ( )

32. Place of birth: City Country

33. Date of Birth: \_\_\_\_\_  
 \_\_\_\_\_  
 Month Day Year

34. Father's occupation in the U. S. A. \_\_\_\_\_

35. Name and address of employer \_\_\_\_\_

36. Has the father ever worked on a farm in the U.S. A. Yes ( ) No ( )

37. Is the father living with the family? Yes ( ) No ( )

38.. How long has the father been living in the U. S. A.?

39. How long has the father been living in Mass.?

40. Education: Elementary Secondary College

41. Does he speak English? WELL ( ) FAIR ( ) POOR ( ) NONE ( )

## MOTHER

42. Mother's Full Name \_\_\_\_\_

43. Is the mother living? Yes ( ) No ( )

44. Place of Birth: \_\_\_\_\_  
                                     City                                    Country

45. Mother's occupation

46. Name and address of employer

47. Has the mother ever worked on a farm in the U. S. A. Yes ( ) No ( )

48. Is the mother living with the family? Yes ( ) No ( )

49. How long has the mother been living in the U. S. A.?

50. How long has the mother been living in Mass.?

51. Education:	Elementary	Secondary	College
----------------	------------	-----------	---------

52. Does she speak English? WELL ( ) FAIR ( ) POOR ( ) NONE ( )

53. Is she satisfied with the education her child has been receiving  
until now? YES ( ) NO ( )  
Why or why not?

54. Is she interested in taking part in the school related activities such as P. T. A., class volunteer, community aide, adult education, Parent Advisory Council, etc.



APPENDIX F

PARENT NOTICE OF PLACEMENT OF A LIMITED  
ENGLISH-SPEAKING CHILD INTO A TRANSITIONAL  
BILINGUAL EDUCATION CLASS

James T. Leonard  
Principal

---

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Dear Parent:

As you know, your child was recently placed in our Bilingual Program at the Washington Community School Annex. The program is intended to provide your child with reading, writing, and speaking skills in both Spanish and English. This program places great emphasis in the development of an awareness of both cultures.

We plan to evaluate each child's progress quarterly and hope that you will be able to attend the parent conferences which will be scheduled. We are aware of the importance of parental involvement and are anxious to speak with you regarding your child and the school program.'

It should be fully understood that the parents have the option to withdraw their child from this program at any time.

Sincerely,

---

James T. Leonard  
Principal

James T. Leonard  
Principal

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Estimados Padres:

Recientemente, como Ud. ya sabe, su hijo comenzó en nuestro Programa Bilingüe en la Escuela Anexa a la Escuela Washington de la Comunidad (Washington Community School).

El programa intenta proveer a su hijo con conocimientos de lectura, escritura y conversación en ambos idiomas Español o Inglés. Este programa pone un gran énfasis en el desarrollo y conocimiento de ambas culturas.

Nosotros haremos una evaluación trimestral y confiamos en que Ud. pueda atender a las conferencias acordadas con las maestras.

Nosotros estamos conscientes de la importancia de la participación de los padres y estamos ansiosos de hablar con Ud. sobre su hijo y sobre el programa.

Debe tenerse entendido que los padres tienen el derecho de retirar a su hijo/a de este programa en cualquier momento.

Atentamente,

---

James T. Leonard  
Principal

APPENDIX G

REGULATIONS FOR USE IN ADMINISTERING THE  
CERTIFICATION OF TEACHERS OF TRANSITIONAL  
BILINGUAL EDUCATION



PLEASE POST FOR STAFF INFORMATION

REGULATIONS FOR USE IN ADMINISTERING THE CERTIFICATION OF  
TEACHERS OF TRANSITIONAL BILINGUAL EDUCATION AS PROVIDED  
FOR IN CHAPTER 71A of the General Laws.

I. General Regulations for Certification.

- 1) An applicant for certification as an elementary, secondary or special subject teacher of transitional bilingual education shall complete and submit an application for such certification on a form provided by the Board of Education.
- 2) No person shall be employed by a school committee as a teacher of transitional bilingual education unless granted the appropriate certificate by the Board of Education or unless serving under an exemption granted by the Board of Education as provided by #3 and #4 below.
- 3) A request by a school committee to be exempt for any school year from the requirements of #2 above must be completed on waiver forms supplied by the Board of Education. Requests for such exemptions will be considered only if the individual for whom the waiver is being requested has filed a completed application for certification. Subsequent exemptions for the same individual may be granted the school committee on application if the superintendent attests to the individual's successful teaching performance and if evidence of substantial progress toward meeting certification requirements is provided.
- 4) Anyone certified or legally exempt under Section 38G of Chapter 71 and legally employed before the date of promulgation of these regulations as a teacher of bilingual education in a program in transitional bilingual education such as that defined in Section 1 of Chapter 71A shall be exempt from the certification requirements in #2 above as a teacher of transitional bilingual education at the level and in the subject of such employment.
- 5) The certificates issued by the Board of Education under these regulations shall be permanent certificates.
- 6) A temporary substitute teacher not certified by the Board may be employed by a school committee as a teacher of bilingual education to take the place of a regularly employed teacher of transitional bilingual education who is on leave for less than a school year because of illness or any other authorized reason.
- 7) The term "normal school" as used in the law shall be interpreted to mean four-year normal school courses.

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- 8) Normal schools must be approved by the Board of Education. Normal schools outside Massachusetts may be approved by the Board if they are approved by the Department of Education/Ministry of Education of the State/Country in which they are operated.
- 9) Courses in education must be so listed in official publications or so described in official letters of the college or university.
- 10) Six semester hours of student teaching required for teaching certificates is interpreted to mean only that part of the student teaching program which is devoted to student participation and independent practice.
- 11) Two semesters or seven months with evidence of contract renewal of paid, continuous, successful teaching experience in a class of transitional bilingual education at the appropriate level may be accepted in lieu of supervised student teaching when validated by the employing superintendent or supervising building principal.
- 12) Whenever certification regulations promulgated under Section 38G of Chapter 71 are being revised, certification regulations promulgated under Chapter 71-A shall be reviewed for possible adaptations. The State Bilingual Advisory Council will be consulted in any such review.
- 13) A.) Any certificate issued by the Board of Education may be revoked for cause. The Board may find cause for revocation by a majority vote at any regular or special meeting if it is found that:
  - 1.) The certificate was obtained through fraud or the misrepresentation of material fact.
  - 2.) The holder of the certificate is professionally unfit to perform the duties for which certification was granted.
  - 3.) The holder of a certificate is convicted in a court of law of seditious or subversive activity in violation of a state or federal law or of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the Board of Education the person so convicted discredits the profession or brings into disrepute the Massachusetts certificate.
- B.) No certificate shall be revoked unless:
  - 1.) The holder is notified by registered mail to the last address listed by the holder in the Bureau of Teacher Certification and Placement of the



- 3 -

reasons for revocation and attached thereto a copy of this regulation. Such notification must be issued at least thirty days prior to the effective date of notification in which to request in writing a hearing before the Board of Education on the issue of revocation. If such a request for a hearing is received by the Board of Education, the Board shall set a date for such hearing not later than ninety days after the date of the original notice of revocation. The holder of a certificate may be represented by counsel at such hearing. The hearing will be private but the certificate holder may present such witnesses as may be necessary to rebut the causes alleged for revocation.

2.) Within thirty days of the date of the hearing, the Board of Education shall vote on the question of revocation of the certificate. If two-thirds of the membership of the Board shall vote in the affirmative, the holder's certificate shall be revoked. The holder shall be notified of the results of the vote by registered mail to the last address known to the Bureau of Teacher Certification and Placement.

C.) Notice of revocation of certification shall be sent to all Massachusetts superintendents of schools and to the certification officers of every state within ten days of the effective date of such revocation.

D.) No person whose certificate has been revoked under these regulations may again be certified in Massachusetts except by two-thirds vote of membership of the Board of Education.

14) A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau for Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

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- 15) Graduates of institutions accredited by the National Council for the Accreditation of Teacher Education, NCATE, upon evidence of completion of a program approved for the certification of teachers of bilingual education and recommendation of the preparing institution may be deemed to have completed a preparational program adequate for issuance of the appropriate certificate as a teacher of transitional bilingual education.
- 16) Graduates of preparatory programs approved by the Board of Education using the guidelines for program approval embodied in the National Association of State Directors of Teacher Education and Certification, NASDTEC, publication Standards for State Approval of Teacher Education, may upon evidence of completion of a program approved for the certification of teachers of bilingual education and recommendation of the preparing institution be deemed to have completed a preparational program adequate for the issuance of the appropriate certificate for teachers of transitional bilingual education.

## II. Specific Regulations for Certificates.

### Elementary School Teachers of Transitional Bilingual Education (Kindergarten through Grade VIII).

An applicant for certification as an elementary teacher of transitional bilingual education shall submit evidence of eighteen semester hours in elementary education, not less than six semester hours of which must be in supervised student teaching in a bilingual education class in the elementary grades. The remaining semester hours must include courses covering Methods and Materials in Bilingual Education in Elementary Education and one of the following:

Educational Psychology, including Child Growth and Development,  
Philosophy of Education,  
Curriculum Development in Bilingual Education in Elementary Education.

### Secondary School Teachers of Transitional Bilingual Education (Junior and Senior High Schools).

An applicant for certification as a teacher of transitional bilingual education in the secondary schools shall submit evidence of:

- 1) Twelve semester hours in Secondary Education, not less than six semester hours of which must be in supervised student teaching in bilingual education in the secondary grades. The remaining semester hours must include courses in Methods and Materials in Bilingual Education in Secondary Education and one or more of the following areas:



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Educational Psychology, including Adolescent Growth and Development,  
 Philosophy of Education,  
 Curriculum Development in Bilingual Education in  
 Secondary Education

and

- 2) Eighteen semester hours in one of the following areas:  
 English, History, Geography, Social Studies, Mathematics,  
 Chemistry, Physics, Biology, General Science, Earth  
 Science, one of the foreign languages.

Special Subject Teachers of Transitional Bilingual Education.

An applicant for certification as a special subject teacher of transitional bilingual education shall submit evidence of:

- 1) Twelve semester hours in Education approved for the preparation of teachers of the special subject. Not less than six semester hours must be in supervised student teaching at the appropriate level. The remaining semester hours must include courses in Methods and Materials in Bilingual Education and one of the following areas:

Educational Psychology, including Child and/or Adolescent Growth and Development,  
 Philosophy of Education,  
 Curriculum Development in the Special Subject Field

and

- 2) Eighteen semester hours in one or more of the following areas: Health and Physical Education, Health, Business Subjects, Home Economics, Industrial Arts, Reading, Art, Music, Speech, Driver Education.

Special Class Teachers of Transitional Bilingual Education (Mentally Retarded).

- 1) An applicant for certification as a special class teacher of transitional bilingual education shall submit evidence of thirty semester hours in Education covering the following areas:

Methods and Materials in Bilingual Education,  
 Psychology of Subnormal and Unadjusted Children,  
 Industrial Arts and/or Crafts or Domestic Arts,  
 Special Class Methods,  
 Educational Measurements,  
 Supervised Student Teaching

or

- 2) Regularly appointed teachers of bilingual education with three years of classroom experience in bilingual education may be certified as teachers of transitional bilingual education by submitting evidence of such experience together with proof of completion of twelve semester hours of:

Psychology of Subnormal and Unadjusted Children,  
 Special Class Methods,  
 Educational Measurements,  
 Industrial Arts and/or Crafts or Domestic Arts.

Teachers of Speech and Hearing Handicapped in Transitional Bilingual Education.

An applicant for certification as a teacher of speech and hearing handicapped in transitional bilingual education shall submit evidence of thirty semester hours of Education. Eighteen of these semester hours shall be distributed over the following six required areas, each of which shall be represented by at least one two-semester-hours course:

Anatomy and Physiology of the Speech and Hearing Mechanism,  
 Speech Pathology,  
 Speech Correction, including Laboratory Clinical Practice or Student Teaching,  
 Speech Reading and Auditory Training, including Laboratory Clinical Practice or Student Teaching,  
 Phonetics,  
 Diagnostic Hearing Testing.

The remaining twelve semester hours shall include Methods and Materials in Bilingual Education and any three of the following areas:

Psychology of the Handicapped,  
 Principles of Teaching Handicapped Children,  
 Child Development,  
 Adolescent Development,  
 Guidance,  
 Educational Tests and Measurements,  
 Mental Hygiene.

Teachers of the Deaf in Transitional Bilingual Education.

An applicant for certification as a teacher of the deaf in transitional bilingual education shall submit evidence of thirty semester hours in Education completed within a six-year period. The thirty semester hours must include courses in:

Methods and Materials in Bilingual Education,  
The Teaching of Speech to the Deaf,  
The Teaching of Language to the Deaf,  
Methods of Teaching Elementary School Subjects to the  
Deaf,  
Problems in the Education and Guidance of the Deaf,  
Auditory and Speech Mechanism,  
Audiometry, Hearing Aids, and Auditory Training,  
Methods of Teaching Speechreading to the Deaf and  
Hard of Hearing,  
Observation and Student Teaching,  
Psychology of Exceptional Children.



# *The Commonwealth of Massachusetts* <sup>153</sup>

## *Department of Education*

*182 Tremont Street*

*Boston, 02111*

### CRITERIA TO DETERMINE BILINGUAL TEACHER COMPETENCIES IN LANGUAGE SKILLS AND CULTURE

Chapter 71A, Section 6 of the Acts of 1971, Transitional Bilingual Education, establishes requirements for the granting of certificates to teachers of transitional bilingual education who possess such qualifications as are prescribed in the Law. A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau of Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

The Board of Education of the Commonwealth of Massachusetts herein issues criteria to determine a bilingual teacher's competencies in language skills and culture in accordance with Chapter 71A, Section 6, Acts of 1971.



The criteria established by the Board of Education as given below are applicable to teachers teaching content in non-English languages and to teachers teaching the language itself and to teachers teaching the culture of the language considered.

1. To determine that an individual possesses a speaking and reading ability in a language other than English he must meet the Foreign Service Institute Native or Bilingual Proficiency rating S-4 and R-4.

S-4. Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

R-4\* Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in his special field including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.

\*NOTE: Chinese: Special consideration given to languages such as Chinese and Japanese.

2. To determine that an individual possesses communicative skills in English he must meet the Foreign Service Institute Minimum Professional Proficiency S-3 and R-3.

S-3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and

informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

R-3. Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.

3. To determine that an individual possesses an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability he must meet the Modern Language Association Statement of Qualification for Teachers of Modern Foreign Languages as adapted below.

An understanding of the cultural and linguistically different people and their culture such as is achieved through travel and residence abroad, through study of systematic descriptions of the other culture, its geography, history, art, social customs, and contemporary civilization.

#### Approval Procedures

To insure that school committees and approved teacher preparatory institutions meet the criteria established by the Board of Education, the Bureau

of Transitional Bilingual Education requires that the following procedures be met:

1. Establish a Board of Examiners to assist the school committee or the approved teacher preparatory institution in verifying possession of the skills and competencies required by law and the proficiency specified in the criteria.

The following guidelines will be observed:

- a. The Board of Examiners will be composed of a minimum of three members.
  1. The first member shall be an educator who possesses language competency and cultural awareness equivalent to the F S I ratings S-4 and R-4 and the M L A rating for culture awareness adopted by the Board of Education.
  2. A second member shall be an administrator, and
  3. A third shall be a member of the community of the language being examined. The community member shall be chosen by a committee made up of parents and community representatives of the language being served. Parent Advisory Councils should be utilized to implement this requirement.
- b. The Board of Examiners may require written examinations of a formal or informal nature to determine competency in reading and writing.
- c. The Board of Examiners shall interview each candidate orally to determine speaking facility and awareness of culture and knowledge of history and customs.
- d. Appointment to the Board of Examiners shall be by the local school committee or approved teacher preparatory institution renewable each year.

2. Submit in writing to the Bureau of Transitional Bilingual Education a plan stating the methods to be utilized to meet the criteria.
3. The Bureau of Transitional Bilingual Education shall:
  - a. approve all plans,
  - b. Reserve the right to participate in the interview and examination process,
  - c. Approve evidence attesting that an individual meets all the requirements,
  - d. Submit a statement of approval that an individual meets all the requirements to the Bureau of Teacher Certification and Placement.





DIVISION OF  
CURRICULUM AND INSTRUCTION

# *The Commonwealth of Massachusetts*

158

## *Department of Education*

*182 Tremont Street, Boston 02111*

Bureau of Transitional Bilingual Education

### VERIFICATION FORM

### BILINGUAL TEACHER COMPETENCIES IN LANGUAGE SKILLS AND CULTURE

This form is used to verify that a candidate for Certification as a bilingual teacher under Chapter 71A, section 6, meets the competency requirements in language skills and culture established by the Board of Education.

Name of School District or Teacher-Training Institution submitting this verification.

A plan to meet the criteria to determine bilingual teacher competencies in language and culture was submitted to the state from your school district or institution and it was approved by the Bureau of Transitional Bilingual Education.

YES

NO

DATE APPROVED

The individual named below meets the competency requirements in language skills and culture established by the Board of Education accordance with Chapter 71A Transitional Bilingual Education.

Name \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Present Position \_\_\_\_\_

Examining Board Members attesting to the Candidate's linguistic and cultural competencies:

Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Superintendent  
of School or appropriate  
administrator of the  
Teacher-Training Institute

Date: \_\_\_\_\_

SUBMIT THIS VERIFICATION FORM TO: E. J. Mazzone, Director, Bureau of  
Transitional Bilingual Education  
182 Tremont Street  
Boston, Massachusetts 02111

APPENDIX H

TEACHER EVALUATION FORM

## EVALUATION PLAN FOR NON-TENURE TEACHERS

The best educational standards possible are desired for children in the Lynn Public Schools. In order to maintain these standards, superior teachers must be selected and retained. Careful appraisal of the non-tenure teacher will greatly assist in the improvement of teaching.

The principal is the most important person in the supervision of teachers. One of the principal's major responsibilities is to help the new teacher grow and develop; hence careful evaluation of the new teacher should be one of the major functions of the principal. Two Evaluation Forms will be used in the Lynn Public Elementary Schools: (1) Preliminary, (2) Summary.

### TEACHER ORIENTATION

Each first year teacher will be provided with a copy of the evaluating instrument so that he will be familiar with the areas to be rated. The principal will explain the use and purpose of this form.

### PRINCIPAL'S EVALUATION

Each year the principal will observe one or more complete lessons taught by each non-tenure teacher. There will be a minimum of three such observations for the first year teacher; two for the second year teacher; and one for the third year teacher. In some instances it may be advisable to evaluate certain second and third year teachers more than the recommended minimum. Evaluation observations will be recorded on the Preliminary Evaluation Form by the principal.

### CONFERENCES

As soon as possible after each visit, a conference will be held with the teacher. A friendly exchange of views should take place at this time. This is an excellent opportunity for the teacher to question and seek help and for the principal to commend and offer constructive criticism. These Preliminary Evaluation Forms will be kept on file in the principal's office, and they will always be available for consultation with the supervisors. The combined efforts of the principals and supervisors are most necessary to give help to the new teachers.

### SUMMARY EVALUATION

The Summary Evaluation will be sent to the Superintendent of Schools on or before the 15th of March.

PRELIMINARY EVALUATION FOR NON-TENURE TEACHERS  
(To be kept on file in the principal's office)

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Principal \_\_\_\_\_

\*SCALE: 1-Excellent 2-Good 3-Fair 4-Unsatisfactory

CRITERIA FOR EVALUATION	R A T I N G		
	Oct-Nov	Dec-Jan	Feb
I. <u>Personal and Social Traits</u>			
1. Appearance - sets a high standard for pupils in grooming and dress			
2. Pleasing voice			
3. Self-control and poise			
4. Sense of humor			
5. Enthusiasm			
6. Dependability			
7. Likes and respects children			
8. Helpful and discreet with parents			
9. Loyal and cooperative with teachers, principal, and administrative staff			
II. <u>Instructional Competencies</u>			
1. Knowledge of subject matter to be taught			
2. Use of oral and written English			
3. Ability to communicate with children at their level			
4. Knowledge of child growth and development			
5. Provision for individual differences through effective group and individual work.			



	Oct-Nov	Dec-Jan	Feb
6. Promotion of desirable discipline through the establishment of good rapport with the group and with individuals			
7. Adherence to approved courses of study for the grade			
8. Awareness of pupils' physical needs within the classroom			
I. <u>Organizational Skills and Management</u>			
1. Keeps neat, up-to-date, workable plan-book, program card, and seating plan on desk			
2. Keeps neat, well-organized classroom			
3. Displays children's current work			
4. Keeps neat, accurate, up-to-date records, using them as aids to understand and guide each child			
5. Carries out building routine practices promptly			

In order to approach uniformity in the use of the rating scale, the following clarifications of ratings are suggested:

- 1 - Excellent            - - unquestionably outstanding
- 2 - Good                - - highly satisfactory
- 3 - Fair                 - - adequate performance
- 4 - Unsatisfactory- - inadequate performance

REACTIONS TO CONFERENCES FOLLOWING  
PRELIMINARY EVALUATION FOR NON-TENURE TEACHERS

I. FIRST CONFERENCE

OCTOBER-NOVEMBER \_\_\_\_\_

Principal's comments:

Teacher's comments:

II. SECOND CONFERENCE

DECEMBER-JANUARY \_\_\_\_\_

Principal's comments:

Teacher's comments:

II. THIRD CONFERENCE

FEBRUARY \_\_\_\_\_

Principal's comments:

Teacher's comments:

Signed: \_\_\_\_\_ (Teacher)

\_\_\_\_\_ (Principal)

Date: \_\_\_\_\_

SUMMARY EVALUATION FOR NON-TENURE TEACHERS

(To be submitted by the Principal to the Superintendent of Schools by the fifteenth of March)

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

SCALE:      1-Excellent      2-Good      3-Fair      4-Unsatisfactory

I. Personal and Social Traits

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

II. Instructional Competencies

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

III. Organizational Skills and Management

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

IV. Your recommendation: (answer YES or NO)

1st annual re-election \_\_\_\_\_

2nd annual re-election \_\_\_\_\_

Election to tenure \_\_\_\_\_

Date \_\_\_\_\_

Signed \_\_\_\_\_

Principal

APPENDIX I

BILINGUAL CLASS SCHEDULE





APPENDIX J

CURRICULUM MATERIALS

LYNN PUBLIC SCHOOLS

LYNN, MASSACHUSETTS

TRANSITIONAL BILINGUAL PROGRAM

SPANISH CURRICULUM MATERIALS

MATH

Holt, Reinhart, and Winston Publishing Company,  
New Math Series, New York

1. Red Book - Level 1
2. Green Book - Level 2
3. Hardcover - Level 3
4. Ungraded Workbook - Levels 1-3
5. Ditto Masters for Ungraded Workbook

Spanish Curricula Development Center,  
Northeast Edition, Miami, Florida

1. Science / Math Strand

Laidlow Brothers Publishing Company,  
River Forest, Illinois

Spectrum Mathematics Series

1. Orange Book - Level 4
2. Red Book - Level 5

Silver Burdett Publishing Company, Morristown, New Jersey

1. Modern Arithmetic through Discovery  
Levels 5 & 6

La Alianza Hispana, Dorchester, Massachusetts

1. Mathematics - Level 6

Houghton, Mifflin Publishing Company  
Boston, Massachusetts

1. Modern School Mathematics - Levels 5 & 6



HANDWRITING

Santillana Publishing Company, Highstown, New Jersey

1. Cometa, Levels 3-5

ART

Santillana Publishing Company, Highstown, New Jersey

1. Gaviota, Levels 1-6

SOCIAL STUDIES

Santillana Publishing Company, Highstown, New Jersey

1. Diploma Series, Levels 3-6
2. Historia Dominicana, Levels 4-6
3. Las Americas y sus Pueblos, Ungraded

Ginn and Company Publishing Company, Boston, Mass.

1. Your World and Mine
2. Your Country and Mine

Follet Publishing Company

1. Exploring American Neighbors

LANGUAGE ARTS

Spanish Curricula Development Center, Miami, Florida

1. Language Arts Strand, Levels 1 & 2

Bowmar Publishing Company, Glendale, California

1. Versitos para Chiquitines, Levels K-3
2. Juegos Meniques para Chiquitines, Levels K-3
3. Concioncitas para Chiquitines, Level 3

Santillana Publishing Company, Highstown, New Jersey

1. Norma Series, Levels 4 & 5
2. Norma Work Cards, Levels 1-5
3. Arboleda, Levels 3 & 4
4. La Brimera Fonetica, Ungraded

Continental Press Educational Publications, Elizabethtown,  
New Jersey

1. We Get Ready to Read, Readiness
2. We Learn to Read, Readiness

Lyons and Carnahan, Chicago, Illinois

1. Phonics We Use Introducing the Alphabet, Readiness
2. Phonics We Use, Books A, B, and C

Harcourt, Brace, and World, Inc.

1. Language for Daily Use

MacMillan Publishing Company, New York, New York  
Bank Street Reader Series

1. In the City
2. People Read
3. Around the City
4. Up Town - Down Town

LANGUAGE ARTS (cont.)

Murphy - Durrell Curriculum Resources, Wellesley, Mass.

1. Letters to Words, Beginners Level

D. C. Heath Publishing Company, Lexington, Mass.

1. Miami Linguistic Readers, Levels 1A-3

Houghton Mifflin Publishing Company, Boston, Mass.

1. Introducing English, Beginners Level

Scott, Foreman Publishing Company

My Little Dictionary

Simon and Schuster Publishing Company, New York, N. Y.

1. Welcome to English, Books 1 & 2

Milton Bradley Publishing Company, Springfield, Mass.

1. Picture Flash Cards for Beginners

SCIENCE

Spanish Curricula Development Center, Miami Florida

1. Science / Math Strand

Holt, Reinhart, and Winston Publishing Company

1. Observation and Experimentation

D. C. Heath, Boston, Massachusetts

1. Here and Now, Levels 1 - 4

Parco Scientific Company, Inc., Warren, Ohio

1. Program of Elementary Science Education, Levels 4-6

TEACHER REFERENCE MATERIALS

Magazines: Bohemia, Vanidades

Newspapers: El Diario de Las Americas

Publications: Readers Digest Collection of Best  
Books in Spanish

Tapes: Those provided by S.C.D.C. and those teacher made

Books:

¿ Qué Dices?

by Marion W. Cumme  
Bowmar Publishing Company

Simbad El Marino

Editorial Vasco Americano, S.A.  
Bilbao, Spain

Afuera

by Ruth Jaynes  
Bowmar Publishing Company

Cuentos de Animales

Editorial Cultura y Progreso  
Bilbao, Spain

La Señora Jones es mi  
Amiga

by Nancy Curry  
Bowmar Publishing Company

¿ Sabes Qué?

by Ruth Jaynes  
Bowmar Publishing Company

La Manzana es Roja

by Nancy Curry  
Bowmar Publishing Company

Las Pintas de Mariquita

by Maria del Pilar de Olave  
Editorial Arica, U.S.A.

Amigos, Amigos, Amigos

by Ruth Jaynes  
Bowmar Publishing Company

El Tigre Revoltoso

Editorial Cultura y Progreso, S.A.  
Bilbao, Spain

Animales Domésticos

Editorial Cultura y Progreso, S.A.

Papá es Grande

by Ruth and Ed Radlauer  
Bowmar Publishing Company  
Glendale, California



La Nina que Celebra el Cumpleanos

by Ruth Jaynes  
Bowmar Publishing Company

El Misterio del Bosque

Editorial Cultura y Progreso  
S.A., Bilbao, Spain

Garbancito

Editorial Cultura y Progreso  
S.A., Bilbao, Spain

El Globo Mágico

Editorial Cultura y Progreso  
S.A., Bilbao, Spain

El Mago de Oz

Editorial Cultura y Progreso  
Bilbao, Spain

Granito de Arroz

Editorial Cultura y Progreso  
Bilbao, Spain

APPENDIX K

TRANSLATED SCHOOL FORMS

ADMINISTRATION BUILDING  
LYNN PUBLIC SCHOOLS  
42 FRANKLIN STREET  
LYNN, MASSACHUSETTS 01902

176

JAMES L. McGUINNESS  
*Superintendent and  
Secretary of School Committee*  
JOHN J. DONOVAN  
*Administrative Assistant*

JAMES J. MARKS  
*Deputy Superintendent  
Secondary Education*  
GEORGE F. LAUBNER  
*Deputy Superintendent  
Elementary Education*

Escuelas Públicas de Lynn  
Lynn, Massachusetts

Dear Parent:

Your child is doing well in elementary bilingual class and is now ready to be transferred to a regular elementary class. We will transfer your child when you have returned the slip below. If you disagree with this decision or if you would like to discuss the situation with me, please call me and we will arrange to meet with you.

Estimados Padres:

Su hijo/a está funcionando bien en una clase elemental bi-lingüe y esta listo para ser trasladado ahora a una clase bilingüe en la clase elemental regular. Nosotros trasladaremos a su hijo/a cuando Usted haya devuelto el papel debajo. Si Usted no esta de acuerdo con esta decisión o si a Usted le gustaría discutir esta situación conmigo, llámeme por favor y arreglaremos una cita.

Sincerely/Sinceramente

Principal-Director

Escuela \_\_\_\_\_ School

Telephone/Telefono \_\_\_\_\_

I agree that my child should be transferred to a bilingual elementary class.

Yo estoy de acuerdo que mi hijo/a sea trasladado a una elemental clase.

\_\_\_\_\_  
Name of Parent/Nombre del Padre o de La Madre

\_\_\_\_\_  
Date/Fecha

\_\_\_\_\_  
Name of Student/Nombre del Alumno

\_\_\_\_\_  
Approved/Aprobado

ADMINISTRATION BUILDING  
LYNN PUBLIC SCHOOLS  
42 FRANKLIN STREET  
LYNN, MASSACHUSETTS 01902

177

JAMES L. McGUINNESS  
*Superintendent and  
Secretary of School Committee*  
JOHN J. DONOVAN  
*Administrative Assistant*

JAMES J. MARKS  
*Deputy Superintendent  
Secondary Education*  
GEORGE F. LAUBNER  
*Deputy Superintendent  
Elementary Education*

Escuelas Publicas de Lynn  
Lynn, Massachusetts

\_\_\_\_\_, 19\_\_\_\_

Dear Parent:

Your child is doing well in bilingual class and is now ready to be transferred to a junior high bilingual class. We will transfer your child when you have returned the slip below. If you disagree with this decision or if you would like to discuss the situation with me, please call me and we will arrange to meet with you.

Estimados Padres:

Su hijo/a está funcionando bien en una clase bilingüe y esta listo para ser trasladado ahora a una clase bilingüe en la Escuela Superior (Junior High).

Nosotros trasladaremos a su hijo/a cuando Usted haya devuelto el papel debajo. Si Usted no esta de acuerdo con esta decision o si a Usted le gustaria discutir esta situacion conmigo, llámeme por favor y arreglaremos una cita.

Sincerely/Sinceramente

\_\_\_\_\_  
Principal-Director

Escuela \_\_\_\_\_ School \_\_\_\_\_

Telephone/Telefono \_\_\_\_\_

I agree that my child should be transferred to a bilingual Junior High class/

Yo estoy de acuerdo que mi hijo/a sea trasladado a una clase bilingüe en el Junior High o Escuela Superior.

\_\_\_\_\_  
Name of Parent/Nombre del Padre o de

\_\_\_\_\_  
Date/Fecha

\_\_\_\_\_  
Name of Student/Nombre del Alumno

\_\_\_\_\_  
Approved/Aprobado



Date of Birth

178

Year    Month    Day

Place of Birth

City            State

School \_\_\_\_\_

Room \_\_\_\_\_

LYNN PUBLIC SCHOOLS

PRE-SCHOOL REGISTRATION AND BEGINNER'S BLANK

Boy \_\_\_\_\_

Full Name of Child \_\_\_\_\_  
Last                      First                      Middle                      Girl \_\_\_\_\_

Street Address \_\_\_\_\_ Tel. No. \_\_\_\_\_

Name of Father \_\_\_\_\_

Father's Birthplace \_\_\_\_\_  
City                      State

Mother's Maiden Name \_\_\_\_\_  
Last                      First                      Middle

Mother's Birthplace \_\_\_\_\_  
City                      State

PLEASE NOTE: The dates of birth are checked. Any child found to be under the required age (FIVE ON OR BEFORE JAN. 1st.) will be excluded. Beginners born outside of Lynn will be required to present birth certificates or other acceptable evidence of date of birth.

Teachers will complete the following for children born outside of Lynn:

I have seen the out-of-town or other evidence of birth and the data are correct.

Teacher \_\_\_\_\_

Attendance department will complete the following:

I have checked the Lynn birth certificate.

Date of birth is:

Correct \_\_\_\_\_

Incorrect \_\_\_\_\_

Checked by: \_\_\_\_\_

Año \_\_\_\_\_ Mes \_\_\_\_\_ Día \_\_\_\_\_

Lugar de Nacimiento

Ciudad \_\_\_\_\_ Estado \_\_\_\_\_

Escuela \_\_\_\_\_

Clase \_\_\_\_\_

Escuelas Pública de Lynn

MATRICULA PREVIA A L ESCUELA

Niño \_\_\_\_\_

Niña \_\_\_\_\_

Nombre completo del niño/a \_\_\_\_\_  
Apellido \_\_\_\_\_ Nombre \_\_\_\_\_ Nombre del Medio \_\_\_\_\_

Dirección \_\_\_\_\_ Teléfono \_\_\_\_\_

Nombre del Padre \_\_\_\_\_

Lugar de nacimiento del padre \_\_\_\_\_  
Ciudad \_\_\_\_\_ Estado \_\_\_\_\_Nombre de Soltera de la Madre \_\_\_\_\_  
Apellido \_\_\_\_\_ Nombre \_\_\_\_\_ Nombre del medio \_\_\_\_\_Lugar de Nacimiento de la Madre \_\_\_\_\_  
Ciudad \_\_\_\_\_ Estado \_\_\_\_\_

Note por Favor: Las fechas de nacimiento se verifican. Si se descubre que un niño tiene menos edad que la requerida (cinco cumplidos antes o en el día Primero de Enero) será excluido. Los niños que comiencen en la escuela en Septiembre y que no hayan nacido en Lynn deben traer una prueba de nacimiento que sea aceptable.

Los maestros completarán lo que sigue para los niños nacidos fuera de Lynn: Yo he visto el certificado de nacimiento u otra prueba de nacimiento y la información es correcta.

Maestro/a \_\_\_\_\_

El Departamento de Asistencia completará lo que sigue: Yo he observado el certificado el certificado de nacimiento de Lynn. La Fecha de nacimiento es:

Correcta \_\_\_\_\_

Incorrecta \_\_\_\_\_

Observación hecha por \_\_\_\_\_

Your child has recently enrolled in the Washington Community School. The following information is necessary to complete his or her school records. Will you please complete the following form and return it to the school as soon as possible.

Name of child (in full) \_\_\_\_\_

Address \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

Telephone Number \_\_\_\_\_

Record of Previous School Attended:

Name of School \_\_\_\_\_ Grade \_\_\_\_\_

City &amp; State \_\_\_\_\_ Teacher \_\_\_\_\_

Father's Name \_\_\_\_\_ Place of Birth \_\_\_\_\_

Occupation \_\_\_\_\_ Location \_\_\_\_\_

Mother's Maiden Name \_\_\_\_\_ Place of Birth \_\_\_\_\_

Emergency Telephone Number \_\_\_\_\_

Other Children in Family:

Name \_\_\_\_\_

Place of Birth

Date of Birth


James T. Leonard  
Principal

# WASHINGTON COMMUNITY SCHOOL

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Estimados Padres,

Su hijo/a se ha inscrito recientemente en el Washington Community School (Escuela de la Comunidad). La información que sigue es necesaria para completar su expediente escolar. Por favor complete esta planilla y devuélvala a la escuela a la mayor brevedad.

James T. Leonard  
Principal

.....  
Nombre del niño o de la niña  
(Completo).....  
Dirección.....  
Fecha de Nacimiento.....Lugar de Nacimiento.....  
Número de Teléfono.....

## Record de Escuelas atendidas con anterioridad:

Nombre de la Escuela.....Grade.....Ciudad y  
Estado.....  
Maestro/a.....Promoción.....  
Nombre del Padre.....Lugar de Nacimiento.....  
Ocupación.....Lugar donde trabaja.....  
Nombre de soltera de la Madre.....Lugar de Nacimiento....  
Telefono de Emergencia.....

## Otros niños en la Familia

<u>Nombre</u>	<u>Lugar de Nacimiento</u>	<u>Fecha</u>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



APPENDIX L

ALTERNATE SCHEDULING FORM

ALTERNATE SCHEDULE

ROOM

183  
NAME

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 to 10:00					
10:30 to 11:30					
11:30 to 12:30					
12:30 to 1:30					

PLEASE LIST SUBJECT AND GRADE LEVEL

APPENDIX M

DEPARTMENT NOTICE

James T. Leonard  
Principal

WASHINGTON COMMUNITY SCHOOL

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Lynn, \_\_\_\_\_ 19\_\_\_\_

Dear \_\_\_\_\_

\_\_\_\_\_ behavior in school is unsatisfactory.

We are aware of your concern in your child's education and wished to inform you of the increasing seriousness of this problem.

Please contact \_\_\_\_\_ at your earliest convenience and arrange for an appointment to speak with her about this matter.

Very truly yours,

James T. Leonard  
Principal



James T. Leonard  
Principal

WASHINGTON COMMUNITY SCHOOL

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Lynn \_\_\_\_\_ de 1973 \_\_\_\_.

Estimad \_\_\_\_\_ Sr \_\_\_\_\_ :

El comportamiento de \_\_\_\_\_  
en la escuela no es satisfactorio.

Nosotros estamos conscientes de su interés en la educación  
de su hijo/a y deseamos informarle de la seriedad de este  
problema.

Por favor, póngase en contacto con \_\_\_\_\_  
lo más pronto que le sea posible para acordar una entrevista  
y discutir con Usted dicho asunto.

Atentamente,

\_\_\_\_\_  
James T. Leonard  
Principal

APPENDIX N

REPORT OF PUPIL PROGRESS

James T. Leonard  
*Principal*

---

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Dear Parent,

We are aware of your concern in your child's education and feel that this report card is only one method of informing you of his progress. Please do not hesitate to contact us at any time if you have any questions regarding our program.

Please feel free to call the school and make an appointment to see your child's teacher any school day between 8:45 A.M. and 2:30 P.M.

Sincerely,

---

James T. Leonard  
Principal

James T. Leonard  
*Principal*

---

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Estimados Padres:

Nosotros estamos conscientes de su interés en la educación de su hijo y sentimos que esta tarjeta de reporte es solamente un método de informarle a Usted de su progreso. Por favor no vacile en venir a nosotros en venir a nosotros en cualquier momento en que Usted desee hacer alguna pregunta acerca de nuestro programa.

Por favor siéntase libre de llamarnos a la escuela y a hacer los arreglos para una entrevista con el maestro de su hijo en cualquier día escolar entre 8:45 A. M. y 2:30 P. M.

---

James T. Leonard  
Principal



LYNN PUBLIC SCHOOLS  
Lynn, Massachusetts

A REPORT OF PROGRESS

For \_\_\_\_\_

Grade 4-5-6 \_\_\_\_\_

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

School Year 19\_\_\_\_ 19\_\_\_\_

To the Parents:

It is important that the school and the home work together for the happiness and success of your child. This report is a personal message to you and your child from his teacher.

It is hoped that you and your child will make a careful study of the contents of this report, and in conference with the teacher, plan the next step of the program.

James L. McGuinness  
Superintendent of Schools

ESCUELAS PUBLICAS DE LYNN

Lynn, Massachusetts

## REPORTE DEL PROGRESO ESCOLAR

Alumno \_\_\_\_\_

Clase Bilingüe de la Escuela \_\_\_\_\_

Maestro/a \_\_\_\_\_

Director \_\_\_\_\_

Año Escolar 19\_\_19\_\_

A los Padres:

Es muy importante que la escuela y el hogar trabajen unidos teniendo en mente la felicidad y el éxito de su hijo/a. Esta tarjeta de reporte es un mensaje personalmente construido para Usted y su hijo/a por el maestro/a.

Confiamos en que Usted y su hijo/a estudien cuidadosamente el contenido de esta tarjeta y en conferencia con el maestro decidan el próximo paso a tomar en el programa.

James L. McGuinness  
Superintendente de las  
Escuelas

REPORT CARD

Spanish (Language Arts)	Reading	
	Grammar	
	Vernacular	
Social Studies	Geography	
	History	
	Culture	
Sciences	Mathematics	
	Natural Science	
English (Language Arts)	Reading	
	Grammar	
	Comprehension	
Art		
Music		
Physical Ed.		
Behavior		

General Observations

Dear Parent: Parental involvement is an essential part of any school program. So that you can become more aware of your child's progress and assist us in making positive decisions regarding his educational program, a teacher-parent conference has been scheduled for \_\_\_\_\_.

.....

Please tear off and return:

☐
☐

☐ I plan to attend the scheduled teacher-parent conference  
☐ I will not be able to attend the scheduled parent-teacher conference

GENERAL REMARKS:

Materiales	Lectura	Gramática	
Estudios Sociales	Vernacular	Geografía	
Ciencias	Matemáticas	Ciencias Naturales	
Inglés	Lectura		
Trabajos manuales	Gramática	Comprensión	
Educación Física			
Música			
Comportamiento			
Observaciones Generales			

Estimados Padres: Relaciones con la escuela por parte de los padres es una parte esencial con cualquier programa escolar. Por ese motivo y para que Usted este mas consciente del progreso de su hijo/a y nos ayude a hacer decisiones positivas en relación con su programa escolar, una conferencia con el maestro se ha acordado para el día \_\_\_\_\_

(Por favor, arranque y devuelva esta parte)

Marque una casilla

☐ Yo atenderé la conferencia en la fecha acordada.  
☐ Yo no atenderé la conferencia en la fecha acordada.  
 Me sera conveniente el día \_\_\_\_\_



81 REPORT OF PUPIL PROGRESS

Spanish (Spanish)	Reading (Lectura)	
	Vernacular	
Social Studies	Culture	
Science	Mathematics	
	Natural Science	
English	Reading	
	Comprehension	
Art (Manual Arts)		
Physical Ed.		
Music		
Behavior		
General observations		

Dear Parent: Parental involvement is an essential part of any school program. So that you can become more aware of your child's progress and assist us in making positive decisions regarding his educational program, a teacher-parent conference has been scheduled for \_\_\_\_\_.

.....

(Please tear off and return)

Check one ☐ I plan to attend the scheduled teacher-parent conference

Español	Lectura	
	Vernacular	
Estudios Sociales	Cultura	
	Ciencias Naturales	
Ciencias	Matemáticas	
	Lectura	
Inglés	Comprensión	
Trabajos Manuales		
Educación Física		
Música		
Comportamiento		

Observaciones  
generales

Estimados Padres:

Relaciones con la escuela por parte de los padres es una parte esencial en cualquier programa escolar. Por ese motivo y para que Usted esté más consciente del progreso de su hijo/a y nos ayude a hacer decisiones positivas en relación con su programa escolar, una conferencia con el maestro se ha acordado para el día \_\_\_\_\_

(por favor, arranque y devuelva esta parte)

Marque una

casilla



Yo atenderé la conferencia en la fecha acordada.

APPENDIX O

PARENT ADVISORY COUNCIL INFORMATION



# *The Commonwealth of Massachusetts*

197

## *Department of Education*

*182 Tremont Street*

*Boston, 02111*

Bureau of Transitional Bilingual Education

December 6, 1972

### MEMORANDUM

TO: Chairmen of School Committees  
Superintendents of Schools  
Program Directors  
Community Agencies Coordinators

FROM: Ernest J. Mazzone, Director

SUBJECT: Parent Advisory Councils, Transitional Bilingual Education

In accordance with the provisions of Chapter 71A and regulations issued by the Department of Education, school districts required to provide programs in Transitional Bilingual Education effective for the school year 1973-74 shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education.

Letters of Intent for programs in Transitional Bilingual Education effective for the 1973-74 school year and which will be submitted to the Bureau of Transitional Bilingual Education on January 30, 1973, must include plans to meet the regulations and guidelines for parental involvement in Transitional Bilingual Education.

Attached to this memorandum is a copy of the Guidelines for Parental Involvement in Transitional Bilingual Education Programs. These guidelines with accompanying regulations will be utilized to establish Parent Advisory Councils in accordance with the provisions of Chapter 71A, Transitional Bilingual Education Act.

It should be noted that plans for the summer of 1973 and the school year 1973-74 will be submitted to the Bureau of Transitional Bilingual Education on April 30, 1973. Before such plans are submitted to the Bureau of Transitional Bilingual Education, they must be submitted in advance to the Chairman and each member of the Parent Advisory Committee. Consequently Parent Advisory Councils must be established immediately to insure adequate involvement of parents in the planning of Transitional Bilingual Education Programs for the next school year.





# *The Commonwealth of Massachusetts*

198

## *Department of Education*

*182 Tremont Street, Boston 02111*

DIVISION OF  
CURRICULUM AND INSTRUCTION

### BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

#### GUIDELINES FOR PARENTAL INVOLVEMENT IN

#### TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

#### WHEN

1. January, 1973 - Each local bilingual program shall organize a Parent Advisory Committee (PAC) according to the guidelines set forth by the Bureau of Transitional Bilingual Education.
2. The submission of plans for Transitional Bilingual Education programs for 1973-1974 school year must comply with section forty-one (41) of the Regulations:

"After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each of the members of the Parents Advisory Committee."

#### HOW

1. The Superintendent is responsible for assigning an appropriate person (the director or the head teacher of the bilingual program) to develop the Parent Advisory Committee for the bilingual program of each linguistic group. Minimum membership will be five parents in each PAC. A single PAC will represent a maximum of three hundred (300) students.
2. Bilingual teachers through contacts with the parents can identify and recommend potential members.
3. Bilingual coordinators, teacher aides and related community agencies can disseminate information regarding the PAC concept.
4. Incentive for membership should be provided through social and educational activities relevant to the community involved. Assistance in fulfilling this responsibility may be sought from community-based organizations.
5. The possibility of providing a stipend to parents for attending PAC meetings should be explored through Model Cities, CAP agencies, Urban Leagues, etc.
6. A training program should be provided for the parents to prepare them to fulfill their duties as members of PAC.

7. The location for meetings should be decided by the membership as to avoid any element that could be discomforting to persons of other cultures. Meetings could well be conducted in community centers, parish halls, social clubs, homes, etc.

#### WHY

1. The Bureau of Transitional Bilingual Education is charged by law to provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the planning, development and evaluation of transitional bilingual education programs in the districts serving their children.
2. The Regulations of the Law provide specific norms for Parent Participation in sections 38, 39, 40, 41 and 42. (Those regulations are reprinted here as an appendix).
3. The participation of parents in the individual Transitional Bilingual Education programs for their children is an inherent right of the linguistic communities involved.

#### WHO

1. Membership in each single linguistic PAC should consist of a minimum of five parents and the following general composition:
  - a. Any parent of children presently in the program.
  - b. Other community representatives recommended by the parents or approved by them
  - c. A minimum of one student representative.
2. Membership in the Master PAC - in multilingual or extensive bilingual programs should include:
  - a. Parent representation from each linguistic minority or local PAC.
  - b. Representation from community, civic, educational social and religious organizations who relate to the interests of the parents.
  - c. Student representation.

#### NOTE:

The position of fulltime Parent Advisory Committee Coordinator for multilingual and extensive bilingual programs may be included in the budget as a reimbursable item.

3. Other participants at meetings by invitation could include:
  - a. School administrators.
  - b. Teachers in the bilingual program or in the regular classes of the schools involved.
  - c. Community coordinators, teacher aides, student advisors, etc.

## Guidelines for Parental Involvement

page 3

- d. Any other members of the community whose expertise can contribute in a positive way to the success of the program.

NOTE:

1. Membership of non-parents is by recommendation and group consensus.
2. The chairman is elected from and by the membership.
3. Bi-monthly meetings shall be scheduled, although more frequent meetings may be called as needed.

WHAT

Responsibilities of the PAC shall include the following:

1. To become familiar with the bilingual program, its functions in the community, and how it should be affecting their children in the home.
2. To serve as an advisory body to the school in all phases of the bilingual program.
3. To review, make recommendations, and pass a final decision in writing, over a minimum timetable of thirty days, on the validity of the Plan for the bilingual program to be submitted annually by the school committee through the superintendent to the Bureau of Bilingual Education as specified in the Regulations.
4. To participate in the interviewing process of candidates for all bilingual positions in the program. (Any PAC member employed in the program is automatically excluded from this function.)
5. To disseminate information on bilingual education through the community.
6. To identify newly-arrived families of the various linguistic groups and extend the services of the bilingual program to the children.
7. To organize interest groups that will stimulate parent participation in school activities.
8. To reinforce cultural awareness.
9. To serve as a pressure group for the total implementation of the bilingual law in the programs in the area or the linguistic group represented by each PAC.
10. To participate in an appeals process regarding controversial issues between the students in the bilingual program and the School System.
11. To contribute in any way possible to the improvement and the enrichment of the bilingual program designed by law to benefit their children.



APPENDIXGUIDELINES FOR PAC INVOLVEMENT IN TRANSITIONAL BILINGUAL EDUCATION PROGRAM.  
CHAPTER 71A.PARENT PARTICIPATION REGULATIONS

38. For the 1973-1974 school year and thereafter each school district operating a Transitional Bilingual Education program shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education. The limited English-speaking ability enrolled in Transitional Bilingual Education programs. The Parent Advisory Committee shall have at least five (5) members including one or more representatives from every language group in which Transitional Bilingual Education is conducted in the district. Members of the Parent Advisory Committee shall be selected in a manner which fairly represents the view of parents of children in Transitional Bilingual Education programs.
39. The Parent Advisory Committee shall meet regularly with school officials and at least once annually with the school committee to participate in the planning, development and evaluation of the district's Transitional Bilingual Education program. Members of the PAC shall have access to Transitional Bilingual Education program records.
40. The Parent Advisory Committee may appoint subcommittees (sub-PACs) for different language groups and/or schools participating in the district's Transitional Bilingual Education program.
41. After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each member of the Parent Advisory Committee.
42. Parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs who are members of Title I Parent Advisory Committees shall be eligible to participate on Parent Advisory Committees established under the Act and regulations.



James T. Leonard  
*Principal*

---

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Dear Parent:

On Monday, February 5, 1973 at 7 P.M. we intend  
to hold a meeting of the parents of those children  
attending our bilingual classes.

At that time we hope to answer any questions  
you may have regarding the program.

Sincerely,

---

James T. Leonard, Principal

James T. Leonard  
*Principal*

---

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

Estimados Padres:

Vamos a tener una reunión para los padres de los alumnos de la clase Bilingüe el Lunes 5 de Febrero de 1973 a las 7:00 P. M.

En esa reunion responderemos eualquier pregunta que Usted tenga en men e acerca de nuestro programa.

---

James T. Leonard  
Principal

APPENDIX P

PROGRAM ABSTRACT FOR THE ACADEMIC  
YEAR 1973-1974



DIVISION OF  
CURRICULUM AND INSTRUCTION

*The Commonwealth of Massachusetts* 205  
*Department of Education*  
*182 Tremont Street, Boston 02111*

Bureau of Transitional Bilingual Education

M E M O R A N D U M

December 1, 1972

TO: Chairmen of School Committees  
Superintendents of Schools  
Program Directors

FROM: Ernest J. Mazzone, Director

SUBJECT: Transitional Bilingual Education Program for the  
1973-1974 School Year.

Letter of Intent

In accordance with regulation #50, chapter 71A of the General Laws, Transitional Bilingual Education, school districts required to participate in the program shall submit letters of intent for programs in Transitional Bilingual Education to the Bureau of T.B.E. for the 1973-1974 school year. The letter of intent shall contain a short narrative description of the proposed program. This description typewritten on standard bond paper shall consider the items covered below.

1. Provide a Statement of Aims. Relate them to the educational aims promulgated by the State Board of Education.
2. Anticipate the number of children to be served broken down by language and age group. Indicate enrollment trends for the last three years. Provide statistics when available.
3. Anticipate the number of personnel to service the children. Keep in mind regulation #24 which states that the maximum student-teacher ratio shall be 15:1, except that the student-teacher ratio may be 20:1 where a teacher's aide as defined is present.
4. Indicate how children are to be selected for the program. Is it in accordance with criteria established by the Bureau of T.B.E.?



5. Describe the facilities to be utilized to meet the needs of children of limited English speaking ability.
6. Provide for student evaluation and program evaluation.
7. Describe plans for programs for the summer of 1973.
8. Describe plans to meet the regulations and guidelines for parental involvement in Transitional Bilingual Education Programs which must be effective for the school year 1973-1974.

### PLANS

In accordance with regulation #51 of said Chapter local school districts shall submit plans for programs in Transitional Bilingual Education in the spring of the school year preceeding the implementation of a program in Transitional Bilingual Education. Plans shall be submitted in accordance with guidelines and forms prescribed by the Bureau of Transitional Bilingual Education. Guidelines and forms will be distributed at a later date.

### CALENDAR OF EVENTS

For the 1973-74 school year deadline dates for letters of Intent and plans are listed below.

January 30, 1973	Local school districts submit <u>letters of intent</u> for the summer of 1973 and the school year 1973-1974.
February 28, 1973	The Bureau of Transitional Bilingual Education submits written response to LEA about the letter of intent received.
April 30, 1973	Local school districts submit plans for the summer of 1973 and the school year 1973-1974.
June 1, 1973	The Bureau of Transitional Bilingual Education submits approval status of plans to LEA for their 1973-74 school year program and the 1973 summer program.
June 29, 1973	Final deadline for the local school district to submit program modifications, to the Bureau of Transitional Bilingual Education if any, as indicated in the approval status report.

NOTE: No special form is required for the letter of intent.

James T. Leonard  
Principal

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

To: Dr. George F. Laubner, Assistant Superintendent

I am enclosing some thoughts that you might consider incorporating into the letter of Intent that must be forwarded to the State Department of Education before January 30, 1973.

The primary objective of the bilingual program being offered by the Lynn Public Schools is to provide children of limited English-speaking ability with an educational atmosphere in which they are encouraged to gain a firmer grasp of their native language as well as the English language. They are provided with numerous opportunities to develop an awareness of the cultural heritages and strengths of both their native land and the dominant society in which they now find themselves. We hope to accomplish this task through the gradual development of reading and writing skills in both the native and dominant languages, instruction in the history and culture of both, and the increased involvement of parents in the planning and improvement of the existing program.

Every effort is made to provide meaningful integrative experiences which involve the non-English-speaking child in non-verbal regular school activities. At the present time these activities include our intra-mural athletic programs, school assemblies, the school lunch program, art, music, and field trips.

We anticipate that the total enrollment for next year will not exceed 50 Spanish-speaking children. In all probability we will be able to adequately provide a meaningful educational experience for these children within our existing classrooms. It may, however, require the addition of several bilingual teacher aides. We are in the process of compiling a list of interested candidates who live within the community and possess the basic qualifications required by the State Department of Education.

It appears likely that in addition to our present staff of four teachers, one "outreach" worker, and the regular members of our supportive staff, which includes our physical education instructor, medical services, lunch director, music teachers, art teachers, library aide, reading specialists, school psychologist, coordinator of transportation, and audio visual specialist, we will need at least one and possibly two teacher aides.

The initial placement of children into our bilingual program will result from:

1. A home visit, parental interview, and a discription of the program to the family by our bilingual "outreach" worker.
2. A review of available records by our bilingual worker, teacher, and principal.
3. An interview of the student by our bilingual instructor and also by the teacher who will conduct the English component of our program to determine the child's background, interests, and goals and to arrive at a realistic placement in one of our three classes.
4. Following completion of required forms and the gathering of the necessary medical and family information, a letter will be sent to the parents providing them with the formal notification of the child's placement and an explanation of the objectives of the program. These letters will be written in both English and the native language.
5. Final placement will be made only after all parties concerned agree on the appropriateness of the educational recommendation and the approval of the child's parent.
6. Annual re-evaluation will be required with specific educational recommendations being submitted to the responsible Assistant Superintendent by the building principal.

We plan to continue to use the facilities utilized during the past year as they have more than adequately meet the needs of parents, students, and staff. The present facilities are leased from the St. George Orthodox Church and are maintained by them. The classrooms are approximately 150 yards from the main building. The facilities do not isolate the students but tend to provide easy access to both immediate community resources, as well as the specialists and activities at the Washington Community School.

At present time we hope to offer a bilingual educational opportunity as part of our regular summer school program this July. The program will provide both readiness and enrichment skills in the native language and in English. In March we plan to conduct a survey of parents, teachers, and students that will not only assist us in evaluating our total program, but also reflect the need for necessary revisions.



We are in the process of revising our present bilingual student report card with the intent of placing greater emphasis on summative evaluation and teacher-parent conferences. With an awareness of the academic limitations of many of the parents, we are trying to make the card less lengthy and provide the maximum amount of information in the minimum amount of space. With the children functioning in an ungraded open classroom situations we feel that non-graded student progress reports, containing anecdotal comments by the teacher, in Spanish, will provide the most significant and meaningful information to the parents. The major portion of this student report may be kept by the parent. However, there will be a section which will indicate the parents' availability for a teacher conference, which we will request they return.

We are in the process of forming a Parent Advisory Council and anticipate that their contributions will result in not only a greater awareness of program objectives through increased parental involvement but also aid us in assessing the needs of their children so that we can continually improve the quality of our program.

We have asked our teachers and "outreach" worker to make initial contacts with those parents who, they feel, have the time and interest in participating. We also plan to contact possible members through recommendations made by this initial group. The orientation program will consist of a review of the State Regulations, a detailed explanation of materials and curriculum, and a review of the P. A. C.'s basic responsibilities.

We will provide a more detailed plan for the 1973-74 school year following the evaluation of our program this March.



PROPOSED ABSTRACT OF THE ELEMENTARY SCHOOL  
BILINGUAL PROGRAM  
FOR  
SPANISH SPEAKING CHILDREN

I. Objective:

The primary objective of the transitional bilingual program to be offered by the Lynn Public Schools during the academic year 1973-74 will be to provide children of limited English-speaking ability with an educational atmosphere in which they will be encouraged to gain a firmer grasp of their native language as well as the English language. They will be provided with opportunities to develop an awareness of the cultural heritages and strengths of both their native land and the dominant society in which they now find themselves. We hope to accomplish this task through the gradual development of reading and writing skills in both the native and dominant languages, instruction in the history and culture of both, and the increased involvement of parents in the planning and improvement of the existing program.

II. Method of Identifying Children Eligible for Transitional Bilingual Education

- A. Referral from the Parent Advisory Council, Spanish American Association, and other community agencies
- B. Annual Census conducted by school department personnel
- C. Initial evaluation and placement

1. Interview of child by bilingual teachers to determine oral and academic level in both English and child's native language
2. Review of available information
3. Conference of school personnel to formulate a specific recommendation regarding an appropriate educational placement
4. Conference to inform parent the results of the initial evaluation
5. An initial placement will be made following parental approval
6. Formal written notification forwarded to parent within ten days
7. Annual re-evaluation

111. School Program

A. Bilingual Population

1. It is estimated that the total enrollment will not exceed fifty Spanish-speaking children

B. Location of Class

1. Three Bilingual Classes - Annex
2. E.S.L. and regular elementary classes at the main building

C. Method of instruction - modified ungraded open classroom method

D. Personnel Directly Involved in the Transitional Bilingual Program

1. Two Spanish-speaking instructors
2. One English-speaking instructor
3. One instructional aide
4. One community outreach worker

- E. Special Professional Services
1. All of the professional services of the Lynn Public Schools will be made available to insure that the individual needs of each child are addressed
- F. Home - School Communications
1. All information forwarded to parents will be printed in the language they normally use in their homes
  2. Parent conferences will be scheduled whenever a situation exists which affects the child's progress in school
  3. The school will continue to encourage parents to contact the school and arrange frequent visits
- G. School Lunch
1. All children attending the Washington Community School are eligible for the federal free lunch program
- H. Transportation
1. Children living outside the Washington Community School District will be bussed to and from school

Proposición sintetizada del Programa Bilingüe de Enseñanza Elemental para niños de habla Española.

I. - Propósito:

El propósito principal del Programa Bilingüe Transicional que se ofrece actualmente y que se ofreciera en las Escuelas Públicas de Lynn durante el curso escolar 1973-1974 para proveer a niños de limitada habilidad de hablar Inglés con una atmósfera educacional en la que ellos puedan obtener un mejor entendimiento de su propio idioma y simultáneamente del idioma Inglés. Los alumnos tendrán acceso a oportunidades de desarrollar una mejor comprensión de su origen cultural y reforzarlas, en ambos casos de su tierra nativa y de la sociedad dominante donde se encuentran. Tenemos esperanzas de hacer esta labor a través del desarrollo gradual de las habilidades de leer y escribir en ambos su idioma nativo y en Inglés, instrucción en la historia y cultura de ambos y del aumento del interés de los padres en el planeamiento y mejora del programa actual.

II. - Método de identificar a los niños elegibles del Programa Bilingüe:

- A. Referimiento del Concejo Advisory de Padres (Parent Advisory Council), la Asociación Hispana u otras agencias de la Comunidad.
- B. Censo Anual hecho por el personal del Departamento Escolar de Lynn.
- C. Evaluación inicial y colocación (en que escuela) del alumno.
  1. Entrevista con el alumno con un maestro bilingüe para determinar el nivel académico y oral del alumno en ambos idiomas, Inglés y su idioma nativo.
  2. Repaso a toda la información disponible.
  3. Conferencia con el personal de la escuela para formular cualquier recomendación específica con relación a la posición o lugar en que los niños serán asignados.
  4. Conferencia para informar a los padres del resultado de la evaluación inicial.
  5. La posición educacional (grade) tendrá lugar después de ser aprobada por los padres.
  6. Notificación formal y por escrito dirigida a los padres antes de 10 días.
  7. Revisión anual del programa.

III. --- Programa Escolar:

- A. Lugar donde las clases tienen Lugar: (la escuela).
  1. Tres clases bilingües - Edificio Anexo.
  2. Clases de I.S.I. (Inglés como segundo Idioma) y clases regulares de Enseñanza Primaria Elemental en el edificio principal de la escuela.
- B. Método de instrucción:  
Método modificado, sin grados, progresivo y de clase abierta.
- C. Personal directamente responsable en el Programa Transicional Bilingüe:
  1. Dos maestras de habla Española (bilingües).
  2. Una maestra de habla Inglés (Americana).
  3. Una ayudante.
  4. Un visitador social de alcance a la comunidad.



D. Servicios Profesionales Especiales:

1. Todos los servicios profesionales especiales ofrecidos por las Escuelas Públicas Lynn estarán a la disposición para asegurarnos de que las necesidades especiales de cada niño se estén teniendo en cuenta.

E. Comunicación entre la Escuela y el Hogar:

1. Toda la información que se le envíe a los Padres de la Escuela será en el idioma que ellos usan normalmente en sus hogares.
2. Conferencias serán acordadas siempre que algún problema surja y en el cual el progreso del alumno sea afectado.

F. Almuerzo en la Escuela:

Todos los alumnos que atienden la Escuela Washington de la Comunidad son elegibles para el Programa Federal de lunches de almuerzo, gratis.

G. Transporte:

Los alumnos que viven distante de la Escuela Washington de la Comunidad serán transportados a la escuela y de la escuela.

H. Concejo Advisory de Padres:

1. Información con relación al programa escolar será proveído por personal del Departamento Escolar de Lynn.
2. La proposición del Programa Bilingüe Transicional será revisada anualmente con el Concejo de Padres (P.A.C.) antes de Educación del Estado.

APPENDIX Q

LETTER TO THE SPANISH CLUB ADVISOR AT  
LYNN CLASSICAL HIGH SCHOOL

James T. Leonard  
*Principal*

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

January 26, 1973

Mrs. Roseann Duchane, Advisor  
Spanish Club  
Lynn Classical High School

Dear Mrs. Duchane:

Please accept my sincerest thanks for the time and interest shown by the Spanish Club in making Christmas more meaningful for the children in our bilingual classes. The children are still talking about your visit.

It is this type of community service that gives meaning to words like cooperation and brotherhood.

Sincerely,

---

Principal,  
Washington Community School

APPENDIX R

LETTER SUPPORTING YOUNG MEN'S CHRISTIAN  
ASSOCIATION PROGRAM



James T. Leonard  
Principal

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**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

February 13, 1973

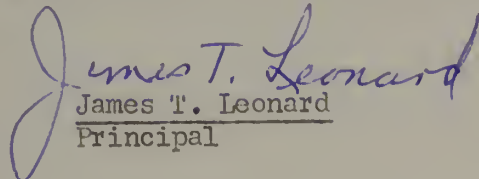
Mr. Harold Piercy, Director  
Children's Physical Education Program  
Lynn Young Mens' Christian Association

Dear Mr. Piercy:

I am writing you in the hope that the fine program which has been offered our Spanish-speaking children will be continued again next year. We are very much aware of the Y. M. C. A.'s commitment to youth and their concern in providing a meaningful program for all.

As you know, almost forty Spanish-speaking children were able to attend your program last year because of a waiver of their membership fees. I can assure you that this action has given these limited English-speaking children an opportunity not only to develop physically, but also to grow and expand socially by working cooperatively with English-speaking children, unfortunately there are far too few opportunities provided by community agencies where this philosophy of understanding and brotherhood are fostered.

Please accept my sincerest appreciation of your fine work.

  
James T. Leonard  
Principal

APPENDIX S

REPORT OF THE WRITER'S OBSERVATIONS AS A  
MEMBER OF THE MERRIMACK VALLEY BILINGUAL  
EDUCATION TASK FORCE

Program or Service Observed Elementary, Junior High, Senior High  
Schools - School Committeewoman, Mrs.  
Margaret O'Connor and Federal Directors.  
 by Member Jim Leonard

Part I - The administrative component of the Bilingual Education Task Force found the atmosphere in the Lawrence Public Schools to be extremely cooperative and open. All of the administrators interviewed readily presented available records and information.

Although there was not a total acceptance of the new philosophical approach to teaching children of limited English-speaking ability, there was a genuine concern demonstrated in the over-all welfare of the Total School population.

The facilities visited were orderly and professionally administered. Although considerable confusion seemed to exist in the immediate implementation of the bilingual program, an earnest concern to provide a meaningful and integrated learning experience was evident.

A frank and open expression of the need for support and guidance was expressed at all administrative levels.

Part II - The Merrimack Valley Bilingual Education Task Force commends the Lawrence Public Schools on the following:

- a) The professional competence of the administrative staff to adapt to the variety of State mandate programs.
- b) The expressed willingness of the Superintendent to recommend, to the School Committee, a substantial addition of administrative, instructional, and para-professional personnel.
- c) The School Committee's willingness to respond to the expressed needs of the community-at-large.
- d) An initial awareness of the need for special services as evidenced by the requests submitted for additional bilingual personnel by the Director of Special Education.

Part III - The Merrimack Valley Bilingual Education Task Force recommends the following:

- a) The immediate hiring of a coordinator to:
  - 1) Recommend materials & curriculum.
  - 2) Supervise & assist the administration & instructional staff.
  - 3) Identify & place children of limited English-speaking ability.

- 4) Project population changes.
- 5) Improve lines of communication.
- 6) Coordinate P.A.C. activities.
- 7) Insure compliance with State regulations.

b) Review Redistricting to:

- 1) Insure that the integrative experiences scheduled do not produce overcrowded classroom situations.
- 2) Reflect the strongest possible "neighborhood" distribution in the composition of classes.

c) Hire an "outreach" worker to:

- 1) Coordinate home-school relations.
- 2) Assist parents & administration in resolving routine school problems that arise.
- 3) Identify students who are of compulsory school age.
- 4) Investigate problems of attendance.

d) Review the procedure for the identification and placement of children into the bilingual program:

- 1) Principal to review the findings of the evaluation team and make a specific recommendation to the appropriate supervisor.
- 2) In the event the parent does not approve the recommendation, a conference would be arranged and the reasons for the specific education recommendations articulated to the parent in the language they use as their chief method of communication. The final determination to be made solely by the child's parent.

e) Organize workshops for administrative personnel:

- 1) Review state regulations.
- 2) Coordinate multi-level policy making.
- 3) Develop cultural awareness.
- 4) Review scheduling techniques.
- 5) Evaluate & eventually make specific recommendations to insure the viability of the program.



James T. Leonard  
Principal

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

February 2, 1973

To: Dr. George F. Laubner

Subject: Report on Involvement as a member of the  
Merrimack Valley Bilingual Education Task Force

I will forward to you a copy of my report of the administrative dimensions of the Lawrence Bilingual Program as soon as it is made available to me by the Department of Education. Mr. Mazzone has stressed the importance of the confidentiality of the report and is in the process of editing it at the present time.

My involvement, however, has made me more aware of the need for our making the following additions to our own program.

## A. The employment of:

1. a bilingual coordinator
2. a bilingual guidance coordinator
3. an instructional - clerical Spanish-speaking aide
4. an instructional - clerical Greek-speaking aide

## B. Review the possibility of establishing "neighborhood" bilingual classes

I will discuss these suggestions in greater length at our weekly meeting.

James T. Leonard

APPENDIX T

DRAFT OF A PROPOSAL SUBMITTED BY THE  
COMMUNITY COMMITTEE ON SPANISH AFFAIRS

James T. Leonard  
Principal

**WASHINGTON COMMUNITY SCHOOL**

58 BLOSSOM STREET, LYNN, MASS.

TELEPHONE  
LY 2-1463

November 30, 1972

To: Mr. J. Leo McGuinness, Superintendent

Subject: Recommendations for Improving Existing Services  
to Non-English Speaking Children and Adults

As you know I have been actively involved in various committee activities related to educational problems of the non-English speaking population within our community. After careful consideration I would offer the following suggestions to you for possible School Committee action:

1. The addition of a bilingual vocational program to the day and evening programs at the Lynn Vocational Technical Institute, for Greek and Spanish-speaking adults.
2. "Storefront" community based bilingual programs for adults.
3. Additional secondary programs, primarily at the high school level.
4. Cultural Awareness workshops for administrators and teachers.
5. The addition of Bilingual teacher aides to all of our Bilingual and E.S.L. classes.
6. The hiring of bilingual guidance counselors and school adjustment counselors.

As these issues will obviously require greater clarification, I will be glad to present you with more detailed information to support each of these recommendations.

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James T. Leonard

PROPOSAL OUTLINE

TO: The Trustees of the Chase Foundation  
Boston Safe Deposit and Trust Company  
Attention: Mr. Newell Flather

PURPOSE: To obtain funding for initiating an employment exploration program on behalf of the Spanish speaking community in Lynn, Mass., numbering 2-3 thousand residents.

HISTORY: Early in June at the behest of the Family and Children's Service Agency of Greater Lynn, and through the cooperation and community organizing capacities of the North Regional Office of U.C.S., a group now known as the Community Committee for Spanish Affairs was convened. The committee is composed of professionals from some 20 health, education and welfare resources, and six representatives from the Spanish speaking community. The purpose of this committee has been to find ways to facilitate the process of service delivery to non-English speaking residents.

A first task of the committee was to learn from its Spanish speaking members which services were most needed by this minority group. A major priority area delineated was employment.

It is with this priority in mind that this proposal is intended.

REQUEST: The Community Committee for Spanish Affairs respectfully requests that funds in the amount of 4-6 thousand dollars from the Chase Foundation be made available to the Family and Children's Service of Greater Lynn, Inc. These funds will be used (in total) to employ a bilingual member of the Spanish speaking community who will function as an employment advocate for Lynn residents of Latin Descent. The employment selection for the position will be made in conjunction with Spanish speaking mem-



bers of the Community Committee for Spanish Affairs.

PERFORMANCE: The "Employment Advocate" will receive compensation for his services in regular periodic payments from Family and Children's service of Greater Lynn up to but not exceeding the total sum of the grant. The grant period will be determined by the amount of the grant, and by the salary of the employment advocate, to be determined later. Depending upon these variables, the grant period may extend from at least four months to not more than one year.

The Employment Advocate will:

1. Survey the Greater Lynn business and industrial community.
2. Identify selected businesses and industries where the likelihood for meaningful employment of Spanish speaking residents seems favorable.
3. Work with the various Spanish speaking residents seems favorable.
4. Work with those employment organizations such as the the Division of Employment Security to effect use of those resources by the Spanish speaking community.
5. Assist those residents in the initial stages of employment (application, screening, testing, and early adjustment to the work setting).
6. Document his activity in relation to the outcome of his efforts.
7. Report on a regular basis to the Family and Children's Service of Greater Lynn and be accountable to that organization for his activity and progress.

TECHNICAL ASSISTANCE: The Community Committee for Spanish Affairs will be on a voluntary basis to provide technical assistance to the Employment Advocate such as: Providing leads to organizations and individuals who might be cooperative as employees and/or as potential employees; provide entree to existing organizations and institutions to facilitate the work of the

advocate; an, where feasible, assist the advocate directly by making contacts or by accompanying the advocate in certain aspects or the work.

Accountability Program Appraisal: The Family and Children's Service of Greater Lynn, Inc., a tax-exempt, private, non-profit, charitable organization, who will act as receiver of the grant funds, will provide for periodic accountability and program appraisal, and will certify expenditure of the funds as required by the Foundation.

FUTURE CONCERNS: It is the hope of the Community Committee for Spanish Affairs and of the Family and Children's Service of Greater Lynn, Inc., that the goals of this proposal will meet with success. The committee concurrently, will undertake to explore other sources of funds to assist with the project and develop future plans in anticipation of the termination of the grant period.

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